

# The Conduit

Queen's University  
Magazine

December, 1984





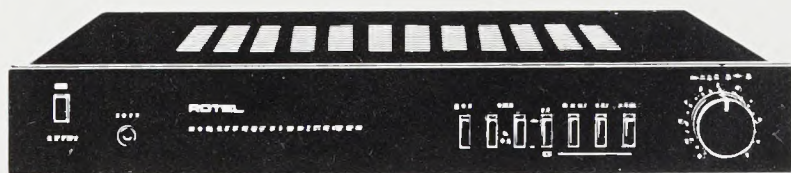
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# The Conduit

Queen's University  
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December, 1984

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## ON THE COVER

"Basking at Zero Knots", oil on canvas 1984. I intended to paint the Inca at the Marine Museum but this scene caught my eye first. My aim in this painting was to study the nature of colours in sunlight and shade, and the reflective qualities of water. I want to work mainly from landscapes around Kingston but do want the results to be labelled as simply "nice pictures". I hope they will be seen as interesting not only in terms of colour and formal appearance, but also appealing to the senses.

—Sharon Pearsall, BFA '85

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Dear Readers:

*We're sorry. We tried. Really, we did. But we just couldn't get political. What to do? There was the Kingston Police Department's attempt at home movies. Then they called an election for the new Rector, but couldn't come up with any questions for a referendum (should we have taken the hint?). And finally, the football team didn't make the College Bowl. But then it hit us. The bright lights. The long lines to sit on Santa's knee at the Frontenac Mall. Christmas! So rather than end the year on a downer, we thought we'd try an old favourite. Happy Holidays!*

A Visit from St. Nicholas by Clement C. Moore

'Twas the night before Christmas, when all through the house  
Not a creature was stirring, not even a mouse;  
The stockings are hung by the chimney with care,  
In hopes that St. Nicholas soon would be there.

The children were nestled all snug in their beds,  
While visions of sugarplums danced in their heads;  
And Mamma in her kerchief, and I in my cap,  
Had just settled our brains for a long winter's nap.

When out on the lawn there arose such a clatter,  
I sprang from the bed to see what was the matter.  
Away to the window I flew with a flash,  
Tore open the shutters and threw up the sash.

The moon on the breast of the new-fallen snow  
Gave the lustre of midday to objects below,  
When, what to my wondering eyes should appear,  
But a miniature sleigh, and eight tiny reindeer.

With a little old driver, so lively and quick,  
I knew in a moment it must be St. Nick.  
More rapid than eagles his coursers they came,  
And he whistled, and shouted, and called them by  
name.

Now, Dasher! now, Dancer!, now Prancer and Vixen!  
On, Comet! on, Cupid! on, Donner and Blitzen!  
To the top of the porch! to the top of the wall!  
Now dash away! dash away! dash away all!

As dry leaves before the wild hurricane fly,  
When they meet with an obstacle, mount to the sky,  
So up to the housetop the coursers they flew  
With a sleigh full of toys, and St. Nicholas too.

And when, in a twinkling, I heard on the roof  
The prancing and pawing of each little hoof,  
As I drew in my head, and was turning around,  
Down the chimney St. Nicholas came with a bound.

He was dressed all in fur, from his head to his foot,  
And clothes were all tarnished with ashes and soot;  
A bundle of toys he had flung on his back,  
And he looked like a peddler just opening his pack.

His eyes — how they twinkled! his dimples — how  
merry!  
His cheeks were like roses, his nose like a cherry!  
His droll little mouth was drawn up like a bow,  
And the beard of his chin was as white as the snow.

He was chubby and plump, a right jolly old elf,  
And I laughed when I saw him, in spite of myself.  
A wink of his eye and a twist of his head  
Soon gave me to know I had nothing to dread.

He spoke not a word, but went straight to his work  
And filled all the stockings; then turned with a jerk,  
And laying his finger aside of his nose  
And giving a nod, up the chimney he rose.

He spring to his sleigh, to his team gave a whistle,  
And away they flew like the down of thistle.  
But I heard him exclaim, ere he drove out of sight  
Happy Christmas to all

and to all a good night.

## TAK talks back

The Editors:

"When Students Decide to Take Their Lives", in October's issue of *The Conduit*, contained a number of errors concerning Telephone Aid Kingston. Unfortunately, TAK has been misrepresented in several other campus publications also. Rather than dwell on these faults, we would like to take this opportunity to present the facts.

TAK is a "listening line". Our volunteers, who come from all parts of the Kingston community, lend a non-judgemental and confidential ear to anyone who needs to talk, wants some information, or has a pressing problem. You need not be suicidal to take advantage of our service.

TAK volunteers are trained by TAK volunteers several times each year. They are provided with referral information for any type of situation and training in many areas from listening skills to problem solving. We are not professionals, but receive back-up support from many Kingston and Queen's professionals.

TAK listens from 7 p.m. to 7 a.m. every night of the week. Our number is 544-1771. Give us a call.

The Executive  
Telephone Aid Kingston



# Alan Broadbent: From First Student Rector to Board of Trustees Member

By Liz Dalzell

**A**s one of those whose visions of grandeur after Queen's are commingled with the fear of failure, it was heartening to meet Alan Broadbent, who has so successfully made the transition.

From first student Rector in 1969 to Alumnus and current Board of Trustees member, Alan Broadbent is indeed in the midst of an interesting career.

At first, Broadbent was reluctant to be interviewed. He insisted there *had* to be more interesting people around. He was mistaken. Broadbent is an outstanding example of the possibilities open to us while at Queen's and after — possibilities we need to know are there.

Broadbent came to Queen's in 1969 to do master's work in politics after receiving his B.A. from UBC. He immediately became involved in campus life. After working for a few months at the *Queen's Journal*, he was asked by the editor to take on the job of editing the *Princess Magazine*, a forerunner of *The Conduit*.

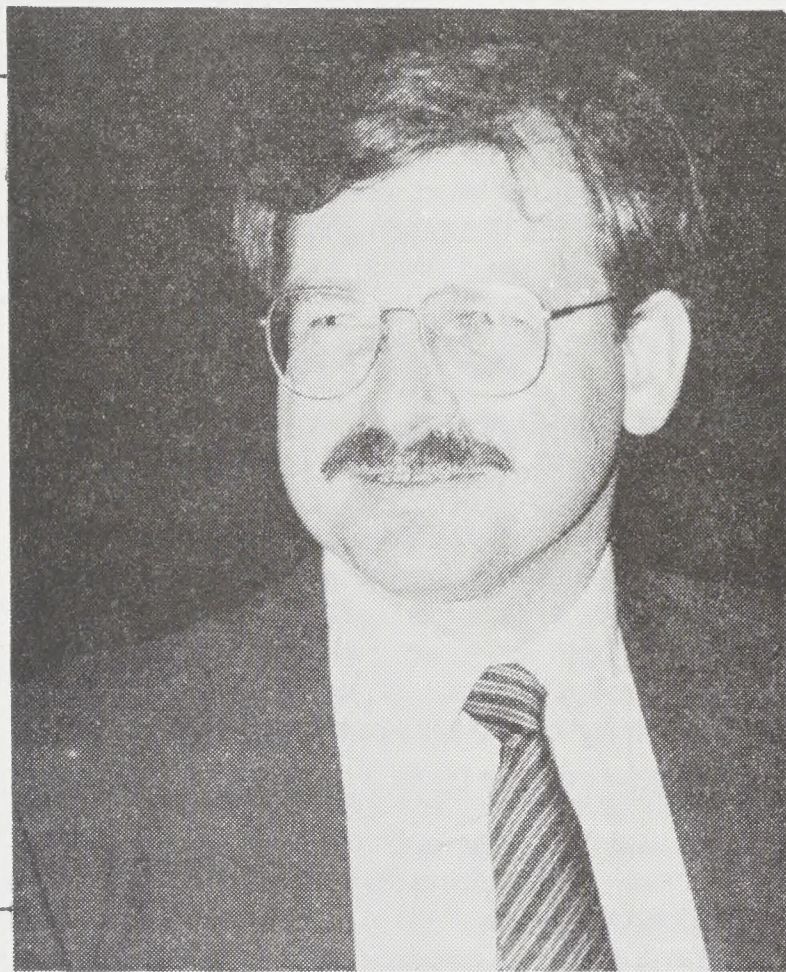
"I agreed on the condition that the only other person who could have a say as far as content went was the business manager," Broadbent laughs.

The magazine covered the whole gamut, from articles on Canadian views of Canada-U.S. relations to "tongue-in-cheek" profiles on prominent members of the community — usually student political leaders.

"We thought they were hilarious. Others thought them mildly humorous," Broadbent remembers.

"We tried at first to be good journalists, writing things in pyramid style, and using the CP manual," Broadbent says, "but after about a month and a half, it became apparent that none of us were very serious about it. By then we were referring to people in the news stories by our pet nicknames for them."

Life was destined to get even more interesting for Broadbent during his first year, when he became involved in an uproar which ended in his election as Queen's first student Rector.



In the late '60s, according to Broadbent, "there was a general tendency for students to want more control over their own affairs at the university, and be much more a part of the university than they had in the past." The same was true at Queen's and this movement extended to the Rectorship.

Before 1969, although the Rector was the students' representative on the Board of Trustees and at ceremonial occasions, elected by the "registered matriculated students of the university", the position was usually given not to a student, but to a prominent Canadian citizen. The Rector was not elected by the students. Instead, the Alma Mater Society (AMS) went to the administration and between them they worked out who was available and willing to take on that position.

The problem with this type of representation was that often time or geography deterred the Rectors from properly fulfilling their role, or maintaining contact with students.

Soon after Grattan O'Leary took on the Rectorship in 1968 these factors, coupled with increased student activism, produced a movement to impeach him. O'Leary resigned before the impeachment could take

PHOTO: STEVE DAWSON



place, having been warned beforehand by the AMS.

Broadbent warns against painting these first Rectors in a bad light. "It's easy to imagine these people as very remote and uncaring. There were examples of people who really did a superb job and made a real effort. But they were limited, especially because they were of a different generation."

Leonard Brockington was one of the exceptions. As Rector from 1947 to 1968 he made a concerted effort to be in constant contact with the students, listening to their concerns over the dinners he insisted be held the night before Board of Trustees meetings.

"He was in pretty regular contact," Broadbent says, "and he made a real effort. He made it a priority."

Having tasted the dedication and enthusiasm Brockington brought to the position, the students found it even more difficult to go back to the more distant representation that O'Leary had provided.

After O'Leary resigned, the university went a year without a Rector. During this time, two camps emerged among students who were actively involved in the Rector controversy.

"There was a group of students on the left who felt the Rectorship itself should be an issue — whether there should be a Rector or not." On the other side there were those for whom the "Rectorship was an ideal avenue to the core of power (the Board of Trustees) and an opportunity to be represented at the core."

Broadbent became directly involved in the battle when he was asked by concerned members of the AMS to run against a candidate nominated by a left wing group of students.

"It was a relatively innocent decision," Broadbent says. "I wasn't familiar with the Rectorship: I was somewhat familiar with student government because I had spent two or three months covering it for the *Journal*. The same was true for the university. I talked to a group of my friends, and thought eventually that it would be an interesting thing to do. It was certainly a position that had a lot of possibilities in terms of doing useful things around the campus."

His election was a watershed in the development of the Rectorship at Queen's. As the first student Rector, Broadbent's performance served as a starting point — a precedent for future Rectors. According to Broadbent, however, he didn't really go in with a game plan.

"I was very much aware that it was a unique role, and that it gave students access in an important way for the first time to the Board of Trustees. But I was also aware the Rectorship was one of the three top positions at the university and, if conducted in the right way, could be a very useful position for the students and the university. In that sense, I was thinking of what grew to be the Ombudsman role.

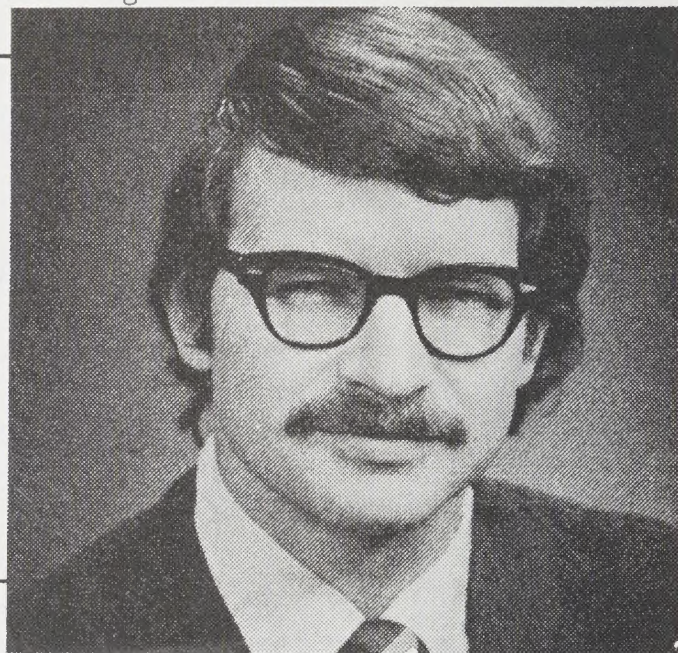
"My first responsibility was as the student representative on the Board, and that was the first function I took on. The Ombudsman role grew more slowly because there was the question of everybody feeling out exactly what the position was, and how it was go-

ing to function; there was probably some uneasiness. The role really grew over the following summer when I was here. It was a combination of people finding out that I didn't bite very hard, and my finding out that others didn't bite very hard either."

During this rather awkward period, Broadbent was aided by then-Principal John Deutsch, who "made a point of being accepting and ensuring that I had access, in all reasonable ways, to what was going on at the university.

"He made it a great deal easier than it could have been by putting himself out. He made it work as much as anybody," Broadbent explains.

On the whole, Broadbent is happy with his performance during his term as Rector.



**Alan Broadbent in 1972**

"There are certain things I could have done better," he says. "What was probably useful was leaving the Rectorship in such a way that students could continue to fill it, to leave some definition of what the possibilities were."

Though he's not entirely sure, Broadbent suspects that the role has changed since he left it. He believes that the Rector must remain separate from the AMS, performing the same function that it does with the administration. The Rector should not in any way be beholden to the administration nor any of the faculty boards.

"From time to time, I have the impression that the Rectors have acted very much in concert with the AMS and there has seemed to be an interchangeability between their representatives. My perception was always that it was worthwhile protecting a certain amount of independence.

"I never saw myself as a pioneer," Broadbent says. "There was a group of us who did the things we thought should be done at the university, and pursued some things we thought useful."

There is a great deal about Broadbent's time at Queen's that he remembers vividly. "It was an interesting time," he says. "There is a tendency to look back on those days and look at the things which didn't work out so well and say 'We're much better than



that now, and do things which succeed.'

"We were involved in things like Elrond College (now Princess Towers). It's very popular now to recall its failure. But Elrond was a tremendously interesting thing to do. It didn't fail by much."

There is, however, one aspect of Queen's that Broadbent recalls as being particularly memorable. "It was the vigour of the people at that time and the tremendous sense of energy in a group of students who would actually get the thing organized and going," he explains. "So many things that were challenging, that had a social context. That's the thing I remember most."

As an Alumnus, and member of the Board of Trustees, Broadbent obviously has a different perspective of Queen's. Yet today, he feels that this energy among students still exists. As chairperson of the Board's Committee on Social Responsibility (which receives views from different interests in the university, reports and proffers advice to the Board on them) Broadbent sees many students coming forward with suggestions and complaints. Of these students Broadbent says: "They are every bit as energetic and vigorous, and remind me of the students of my day. They're quite an impressive group."

Other things, however, have definitely changed since Broadbent was here as a student, when there was "much more a sense of growth and optimism."

"What has had a huge impact are the cutbacks in spending," Broadbent says. "They have really pressed

way to contribute," he explains.

"We feel we're trying to put something back in a place that we got a lot out of."

Broadbent obviously takes his Board role very seriously, especially as chairperson of the Committee on Social Responsibility, with its very important mandate and delicate subject matter.

Broadbent believes the role of the committee is often misunderstood. Many believe that its job is to argue a point of view, to make a case or to debate the content of the issues.

"Part of the difficulty has always been that we have, after deliberation, not agreed to do what has been recommended to us."

*Broadbent is against Queen's using its "economic muscle" in issues of social responsibility. "Would we be as happy to see a large corporation using its economic muscle to tell us what we should be doing here? My answer is no. I don't want to play that game because I'm not sure that we would win."*

"For example, the AMS urged us towards a certain course of action (divestment) which was not in the best interests of the university. I believe we were assiduous in making sure that the process of review and recommendation was complete — that we didn't short-change the submissions or viewpoints."

"Granted," Broadbent adds, "when you've had the same recommendations three years in a row, it's going to get somewhat less discussion in the third year. The committee may not feel that it has to take it directly to the Board. They know the Board's position on that issue."

Broadbent feels that the negative publicity the committee has received in the past few years, especially about divestment, is not the result of an ineffective committee.

Instead, "It's been the case where something has been recommended by someone and they haven't been successful in persuading us that the idea is a good one there's disappointment. Out of the disappointment might grow a feeling that committee is not a useful one, that it's not doing a good job. We're just doing the job we were asked by the Board to do."

According to Broadbent, there's a fairly well-regarded view that the university should not take a stand on these types of issues. To do so would be to create an environment that makes it difficult for other points of view to exist within the community.

"What the university should more properly do is retain the freedom for any individuals within the community to make their views known without fear of reprimand."

Broadbent doesn't like the university using its economic muscle to force anyone's hand, which he

*Broadbent says members of the Board of Trustees do not perceive themselves as part of "the establishment," but "as people who have an affection for, and an interest in, Queen's — people who want to do something to help out, to find a way to contribute."*

people to the wall. Everyone is working harder for less than they were 15 years ago. The university has had no choice but to call more and more on people's loyalty and I think that changes the atmosphere," Broadbent says.

Something that hasn't changed for Broadbent in the transition from student Rector to Board member, however, is his attitude towards the role he plays in the university. He's still there to perform a worthwhile function — to do something which will help the university.

"It's not my perception that I'm part of the 'establishment'," he says. He doubts that those who are on the Board see themselves that way "other than those perhaps who work at Queen's on a day-to-day basis."

"Myself and the others on the Board just see ourselves as people who have an interest in Queen's. People want to do something to help out, to find a



says could work to the university's disadvantage. "Would we be as happy to see a large corporation using its economic muscle to tell us what we should be doing here?" he asks. "My answer to that is no. I don't want to play that game because I'm not sure that we would win."

Broadbent feels the university should continue to value its freedom from any outside pressure. This doesn't mean that it still doesn't have economic clout.

"What is reasonable is for Queen's to use its position as a shareholder to encourage people to do things we would like them to do, and we have done that. We do it on a pretty regular basis."

The Board of Trustees has sent letters to the worst offenders of human rights. According to Broadbent, this is a "useful kind of pressure — a more effective tactic than selling the stock in a company."

Broadbent's concern for Queen's naturally extends to the recent publicity it's been receiving and especially the negative impact these problems could create for financing projects like Queen's Appeal.

"Any time you are trying to raise money, even for the best cause, you have to drag some people by their ears to get them into the process. There are people who really don't want to give you money, or help, but you can find a way to put some pressure on, and they'll agree. They're also looking for an excuse not to. (Some students' actions and the publicity) give people that excuse."

"It's damaging because it doesn't help the university but also because it makes it hard for those of us who are looking for ways to help the university be successful. We don't need to have the job made harder than it is."

Broadbent is glad then the AMS is taking a firm stand in dealing with the matter. "I think they're going to take a good grip of the thing, and come up with some solutions. I was encouraged to hear that they're going to go fairly aggressively after alcohol abuse."

Broadbent favours this kind of immediate action on the part of the AMS. "We've always tried to do things that way, and we should continue to do it."

His pride in and concern about Queen's is now very apparent, as it has been throughout the interview. He seems to have always been caught up in the fray, and this continues today.

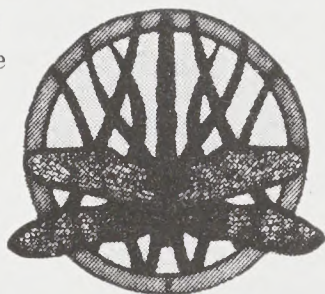
Broadbent is in the midst of trying to find a publisher for three novels he has written. He was the president of one company, and is now the director of several holding companies. He is married, with two little boys, and lives in Toronto. One gets the impression he will continue to play his traditional role as a "mover and a shaker", and that this will include his efforts to keep his Alma Mater on the top of the heap.

*Liz Dalzell is a fourth year Politics student.*

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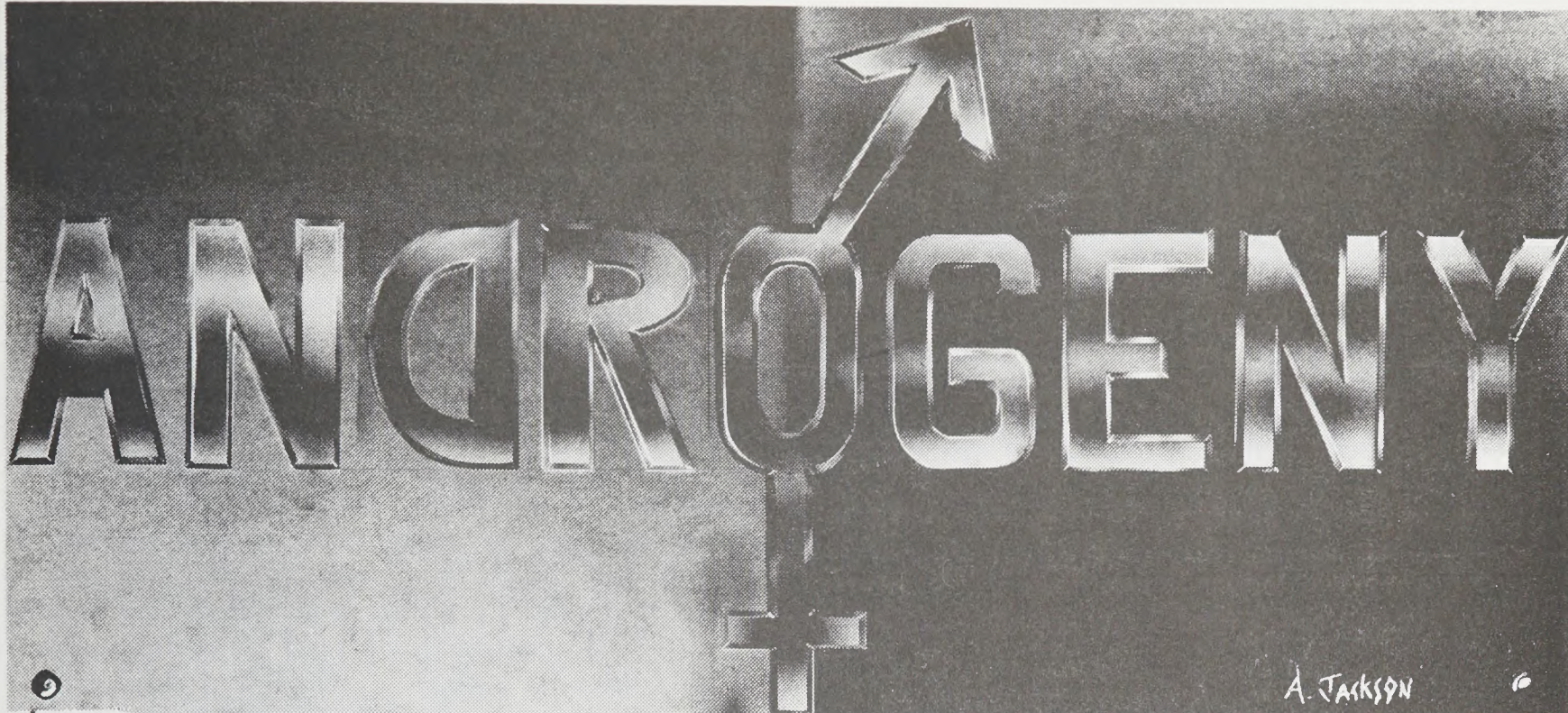
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GRAPHIC: ANTHONY JACKSON

## The Animas and Animus of Sexuality

**"A**ndrogyny is fashionable," says Anne Carlisle, who convincingly played both the male and female leads in the cult film hit *Liquid Sky*, a feat which was frowned upon 30 years earlier when Little Richard tried to bring the same message to Middle America in the '50s.

Richard Penniman was black, talented, gay, loud and, worst of all, self-confident. His success was as much due to his character as it was to his music; a character borne of a childhood spent with travelling medicine shoes, drag queen revues, churches and night clubs. Little Richard bent gender, burned segregationist lies and bred a tradition of music dadaists devoted to the art of self-realization. What then is the difference between Little Richard and the latest crop of dadaists?

The likes of Boy George, Michael Jackson, Marilyn and Annie Lennox have been corrupting the minds of today's youth with such rubbish as cross-dressing and hermaphroditic looks, when not so long ago transvestites were considered to be psychologically ill. Whatever happened to the simple-minded values of yesteryear, when men were men and women were women and everybody and their senile grandparents could tell the difference?

These antics can be seen as an attention-getting mechanism, as Dr. Peter Platenius of Queen's department of psychology points out. In the '50s, teenagers could shatter their parents' faith by being caught drinking; in the '60s it was drugs, and during the '70s kids screwed themselves up on the "me" generation. Now gender-bending is what's good for a lifetime grounding by any self-respecting parent's rules. Where did today's youth get their ideas from?

Singling out David Bowie as a great influence is a common fault and I'm about to embark on the same banal trail. It is no secret that Bowie comes from the Anthony Newley School of Yodelling and his influences

are about as numbered as any other artist's. What is important is the degree to which the public sees his myriad of characters. Ziggy Stardust, Alladin Sane, the Thin White Duke, and the "Boys Keep Swinging" girls all had distinct, memorable styles. And Bowie did not portray these characters — he lived them. When one saw Ziggy prancing about on stage, one saw *Ziggy Stardust*. This, when combined with the sensational treatment the media gave him, made Bowie (in)famous — a larger-than-life cult figure to teenagers of the late '60s and '70s.

*One of the new wave boys  
Same old thing in brand new drag  
Comes sweeping into view  
As ugly as a teenage millionaire  
Pretending it's a whiz-kid world*  
—David Bowie, "Teenage Wildlife"

George O'Dowd was but a bowl of fruit when Bowie first donned a dress and Marilyn, the singer who includes his measurements on the inner sleeve of his albums, had to content himself with a fistful every other day at public school. Such was the life of the introverted, impressionable child of not so long ago. Both George and Marilyn were watching and they identified with the Man Who Sold the World. And while Bowie was cavorting his characters, women were beginning to shake off their traditional image. Little girls everywhere decided that it was their turn to play doctor, and little boys were presented with dolls. Traditional fashion images blurred.

Androgyny is the key word this year. Women's fashion is buzzing with traditionally male rags; Oxfords, button-downs, jockey underwear, though all the while slyly revealing the woman's figure, making the appearance sensuous as opposed to blatantly sexual. At the same time, haut-couture has offered men skirts and bright colours that give men a softer and (here it comes again) more sensuous look. This concept of sen-

**By Rob Allan**



suality is less deterministic and unpredictable. It is interpretive and is therefore an excellent nutrient for the growth of androgyny.

I'm beginning to wane in the direction of Jan Morris, the travel writer who lost it to the scalpel and who recently wrote in an essay for *Vanity Fair* that "...the joys of the sexual act have been ludicrously overrated." She finds the whole messy business a bit archaic, and she supports the philosopher Teilhard de Chardin's contention that the world will be united by a process called "infolding", an example of which, Morris claims, is the unification of the genders. Morris doesn't mean clothes or makeup — she means genitalia, as in mixed singles for tennis. The thought does have its moments; a drastic drop in sexual abuse would certainly result. But we're getting ahead of ourselves. All this is subject to over a million years of directed evolution.

Whilst Morris raves, one has the immaculate picture of Boy George, mask in hand, in his makeup, coyly watching us on one page while his makeup box is spread across the facing page, one a fabrication of the other, though he is seemingly taking off the mask.

The redirection of sexual roles as expressed through the media is not a recent phenomenon: the cinema has

provided us with a long line of aggressive female fatales. Greta Garbo and Marlene Dietrich, among others, are legendary for the imposing characters they developed in the '20s and '30s. And subtly-built men such as Gary Cooper have remained popular to this day. These images become all the more popular as an increasing percentage of women move into traditionally male professions and the concept of machismo becomes worn-out.

And you  
You can be mean  
And I  
I'll drink all the time  
'Cause we're lovers  
And that is a fact  
Yes we're lovers  
And that is that

David Bowie, "Heroes"

And so what about today's crop of pre-schoolers? How are they going to deal with this mix of the genders? Sexual roles, both physical and emotional, will always be played in our society. Without these roles people could not sense a bond — there would be no *relationship*. It's naive to think that two people can exist in some sort of undefined bliss, without ever contradicting each other.

Having established this, it's obvious that we're in for a few changes. The juggling of the sexes is merely fashionable at the moment, but it will have an impact on our society. John Naisbitt, author of *Megatrends*, claims androgyny is America's next major trend; because we still haven't seen the conclusion of this trend, it is hard to dispute the futurist-turned-author's contention. Naisbitt claims women are adopting such traditionally masculine characteristics as aggressiveness, and men feminine attributes such as sensitivity. He also contends that the readjustment of sexual roles could be one of the most important happenings of this century.

So why does Naisbitt think that this latest bushel of public figures will aid in our redirection? Can Michael Jackson really bring us all together? This guy likes to think of himself as Peter Pan, and had his face surgically altered to emphasize the point. And a large number of today's youth identify with this character.

Why not? Jackson spends much of his time watching cartoons from his own large collection, carries on imaginary conversations with mannequins, and recently installed a few Disney rides beside his backyard zoo. What a fantastic land for any child! But psychologists say there are other reasons for Michael Jackson's popularity. "His vulnerability is especially appealing to the young," says Robert Gould, past director of adolescent psychiatry at New York University's medical school. "When he makes a public appearance, he's so shy and inarticulate he looks like he needs someone to take care of him. It brings out protective feelings — he's almost a pet you want to adopt." Jane



GRAPHIC: DEREK THACZUK



Fonda has described Jackson as "the walking wounded"; it is just this fragility, many experts say, that could be a psychological factor in his success.

"Jackson's passive shyness is quite unusual in rock stars, as is his clean-cut, sweet innocence," Gould adds. "It's particularly attractive to young girls who are threatened by a macho type. And it is just these girls — 13 and under — who are his core constituency."

Teenage boys, too, may be attracted to Jackson's ambiguous sexuality. "His androgyny holds a fascination for adolescents, particularly boys," says John Munder Ross, a clinical psychologist at Cornell Medical College. "Unconsciously, it's hard to give up the possibility of being both sexes. This ambivalence is more obvious in the early teens, and goes underground around 15. Jackson embodies someone who seems to live out that ambisexual fantasy."

Ambiguous indeed — Jackson has the hermaphroditic qualities of Peter Pan.

How faithful will Michael's boys and girls be? The man (woman, child) they so enjoy claims to have never smoked, drank or sexed — morals easily swayed by popular figures in Western society; without these morals people would not know if what they are doing is hip or not. Are we to expect a generation of proper, clean-cut people who happen to identify with any gender they happen to pick up off the floor in the morning? Where's Edie when you need her?

*"This ain't rock 'n roll — this is genocide"*

David Bowie, "Diamond Dogs"

At this point it would be easy to speculate about what will happen to sex roles in the next few decades. Indeed, it would be fun to rant and rave about all the possibilities we will face in the future. But we'll leave the hardhat, the stereotypical gay, and the feminist in the 21st century for the time being and wait for the Troy Jameses to go public on their own.

It is generally accepted that psychological androgyny — women becoming more assertive and men more demonstrative of their emotions — rather than physical androgyny, is desirable. With the development of fields such as psychoteratology, with its roots in toxicology, pharmacology and psychology, we may see the resurgence of Galton's theories on eugenics (a contention that the human race can be "improved" be selective breeding) and a closer analysis of Skinner's use of the environment to produce socially desirable behaviour by the selective application of reinforcers.

Should liberal psychologists welcome the idea of taking drugs during pregnancy to produce more androgynous offspring? Or should they equivocate until the more desirable (acceptable?) psychological androgyny is achieved? The Dominican 19 Pseudohermaphrodites (those possessing the gonads of one sex and the external anatomy of the other) were a result of a genetic deficiency that affected their appearance during early childhood, when they appeared to be female and were therefore raised as girls. At puberty,



this group externally developed into males; 17 of the 19 re-established their gender as male. However suspect the study is, it lends evidence to the psychological effects of testosterone, the male sex hormone.

Why, without testosterone, we'd all be either functional or non-functional women! Has anyone ever asked themselves if they think they got enough at birth, or later on? Who doles out the stuff, anyway? And why was it even doled out in the first place? Though women display aggressive behaviour as well, is it possible that society would on the whole be more stable with less in-fighting, without it? When was the last time you had to deal with some man's machismo in order to continue about your business? All this may have no relevance to anyone's thoughts in the past, but I'll leave the chastened students out there with one last thought to contend with. What with all the fashion changes and androgynous looks, imagine going to a club and trying your damndest to find someone of the right sex...

GRAPHIC: DEREK THACZUK



# Nursing After the Grange: A Vulnerable Profession

By Laura Eggertson

**I**n the aftermath of the arrest of Queen's graduate Susan Nelles and the investigations of the Grange Commission, nurses and nursing students in Kingston are intensely aware of their vulnerability as "sitting targets" for legal actions. Nurses are abandoning their formerly passive role for a more critical appraisal of their rights and responsibilities and a need for re-examination of the medical system within which they work.

"We're living in an age which is generally more litigious, especially in critical care," Queen's Dean of Nursing, Alice Baumgart says. "I think nurses really have been very trusting and sometimes passive. It seems that nurses have put up with a lot over the years relatively quietly."

In light of the Grange Commission, nurses' attitudes are changing. "I think they (nurses) will insist on their rights more, and on the right to be heard, which is frequently overlooked in hospitals," Baumgart says. "One of the things they can do to protect themselves is to stand up for their rights. When you're in deep trouble and people's lives are at stake you can't be too quiet."

The royal commission headed by Mr. Justice Samuel Grange concentrated its questioning on the nursing staff of the Hospital for Sick Children in Toronto, when investigating the mysterious deaths of babies on the cardiac ward between June 1980 and March 1981. Susan Nelles was charged with four counts of murder but charges were dropped after a four-month preliminary hearing, during which time Nelles was suspended from nursing duty and made a victim of sensational media coverage.

Grange fed the fears of nurses who thought their professional reputation would be damaged in the eyes of the public by stating that if babies were murdered at the hospital, a nurse was almost certainly responsible.

"I think the Grange report is a realistic version of every nurse's nightmare of what a misunderstanding or a mistake can imply," Laurie Campbell, a third-year nursing student at Queen's, says. Although Campbell says that nurses have the most constant contact with patients and are thus ripe for suspicion when something goes wrong, she does not sanction the Grange emphasis on the nurses as the logical suspects.

"I think that's where I do get bitter. Why were the nurses immediately assumed guilty and harrassed and why not the doctors?"

Susan Nelles came to speak at Queen's this spring, in a session closed to the public and press. She stressed the importance of accurate "charting" and said she felt that this hadn't been emphasized enough in her training, according to nursing students Janet Coathup and Laurie Campbell, members of her attentive audience.

Part of the answer for the direction of the Grange enquiry is found in the medical hierarchy and the traditional nursing role, according to Kingston General Hospital nurse Cathy Filby.

"We have a lot of responsibility with very little authority, so we have a responsibility to carry out a lot of things and make judgement calls, but legally we don't have the authority to make that stand up," Filby says. "We're the ones who have to be on the floor and deal with the situation. I think nurses are sitting ducks for a lot of legal hassles just because of the contact we have with patients."



Filby cited some specific areas in which she feels nurses are not given enough guidance as to their responsibility, "grey areas" where terms are not defined consistently and policy may change.

"When you have terminally ill patients, the doctors will say if they stop breathing, they are 'no-codes' — no action is to be taken. But they will never write that," Filby says. "They're telling us what to do but there's no documentation."

The importance of documentation is repeatedly stressed to nursing students and all nurses are increasingly aware of the necessity for precise patient records and charting, since such records can be called into court at any time.

"There are many times when a doctor gives you a verbal order, and it could become your word against the doctor's," Filby says. "I know some nurses who won't take verbal orders anymore because they haven't been backed up. I'm aware of all these things, but sometimes if I trust the doctor I don't push it."

The heightened awareness of the necessity of accurate documentation is a positive benefit of the Grange Commission, many nurses agree, but there are also negative consequences.

"We're becoming more self-conscious about the things we write, and we may record non-threatening things in order to cover ourselves instead of recording in a precise way," says Colleen Quinlan, Nursing '85 president at Queen's. "It makes us feel uncomfortable."

"Uncomfortable" turns to "scared," according to Filby, who graduated from Queen's in 1983. "I find it really scary. It's a risk (nurses as targets for legal cases) and I think it's an unnecessary one."

What scares Filby and some of the nursing students is the potential ignorance of many of their colleagues as to their legal accountability.

"My biggest concern when I was in fourth year was the lack of any education about legalities and medical coverage," Filby says. As a student, she researched a seminar on the legalities and ethics of working with dying patients, which was where she received most of her information on nursing responsibilities.

"I don't think there's enough covered in the university program. I think there should be a lot of education about the legalities of taking a verbal order from a doctor, about 'no-codes' and 'semi-codes'," Filby says. Another area she is concerned about is protection. "I never even heard anything about malpractice insurance until I joined the union."

"Within the RNAO (Registered Nursing Association of Ontario) and provincial and federal legal systems there is a standard code of ethics that we are responsible for," Campbell says. "It is available to anyone who wants to know more about their responsibility as a nurse — it is stressed more that you have to be aware of it."

Although Queen's offers courses in medical ethics for its students and has a professional development course which examines legalities, there is no separate course in legal responsibility. "But we integrate the concepts in all our clinical courses and discuss the legal and ethical issues in taking care of families in the Community Health course," Shirley Smale, professor of nursing at Queen's, says.

Smale emphasizes the fact that the responsibility of a nurse varies depending on the setting within which she works and the legislation that applies. For example, in

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*"When you have a terminally ill patient, the doctors will say if he or she stops breathing, they are 'no-codes' — no action is to be taken. But they will never write that down — there's no documentation."*

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a hospital, the Hospital Act may apply; federally, the Health Act also applies to nursing practice. The College of Nurses of Canada, the registering body for nurses, issues a Standards of Nursing Practice which every registered nurse must follow.

"There are certain acts that are delegated to the nurses by the doctors, and conditions under which these acts can be carried out by nurses," Smale says. "As these acts or procedures are delegated, the College of Nurses publishes them in the College Communique which every registered nurse receives."

This publication also lists all nurses whose licences have been either revoked or re-instated, for the public's protection. The College of Nurses of Ontario has a disciplinary role to examine complaints about a specific nurse and may recommend revocation, suspension, or reinstatement of a nurse's licence.

St. Lawrence College student Janet Coathup is in her final year of the two-year nursing course and is aware of both the importance of charting and the role of the RNAO in supporting nurses who may get into legal difficulties. Coathup is currently taking a course on Professional Development which discusses a nurse's legal responsibilities. She also receives instructions on the subject in her clinical work. "The head nurse on the floor talks to students about certain important things that apply to each floor. We are encouraged to ask questions," Coathup says.

Although she agrees that nurses in the past may have had trouble speaking up, Coathup says, "Our teachers really encourage us to be assertive."

"I don't know if nurses have to be more aggressive about their place in the legal system or more accountable for their actions," Campbell says. "In any case where a nurse is brought up for an offence the excuse 'I'm sorry, I wasn't aware I was responsible for that' doesn't apply," Campbell insists.



However, Filby points out that much of the onus for becoming informed about nursing accountability is left to nursing students outside of class time, and this continues in the working world.

"Unless you're really keen (as a student) you're not about to go out and read this extra material," she says. "When you get out into the working world you are very naive and somebody takes advantage of you and before you know it you're up for charges," Filby says.

One of the most obvious consequences for nurses of the Grange Commission is insurance to protect nurses who find themselves taken advantage of or merely subject to the legal system.

"The biggest insurance plan we have for malpractice insurance is offered by the Registered Nurses Association of Ontario. It is paid for annually at a nominal fee (\$2.00) and that is absolutely elective," Shirley Smale says.

"I think myself that a nurse would be very unwise or shortsighted not to secure that insurance."

As of the beginning of November 1984, nurses are also offered a Legal Expense Insurance, which covers reimbursement of legal expenses incurred by representation at a judicial hearing at any time, including disciplinary action by the College of Nurses. Together, the insurance packages are offered for the annual price of \$20.00.

The Legal Expense Insurance is a direct result of the Grange activities, Smale says. "We got the smarts at that time, realizing that the fees incurred by a nurse coming before that kind of commission as a witness would be very expensive." However, not all nurses belong to the RNAO, although a growing number are joining.

Dean Baumgart thinks the Grange Commission and Nelles's experience bear on the whole question of the rights of women and their relation to the justice system. "By asking for a lawyer, which was her legal right, (Susan) paid what many of us think was a heavy price."

One of the positive consequences of the Grange Commission was vocalized by Colleen Quinlan, and is reflected in Baumgart's use of the word "us". "It's brought nurses together under a common union and caused us to see our similarities," Quinlan says. "The best thing about it is this really overwhelming unification of nurses."

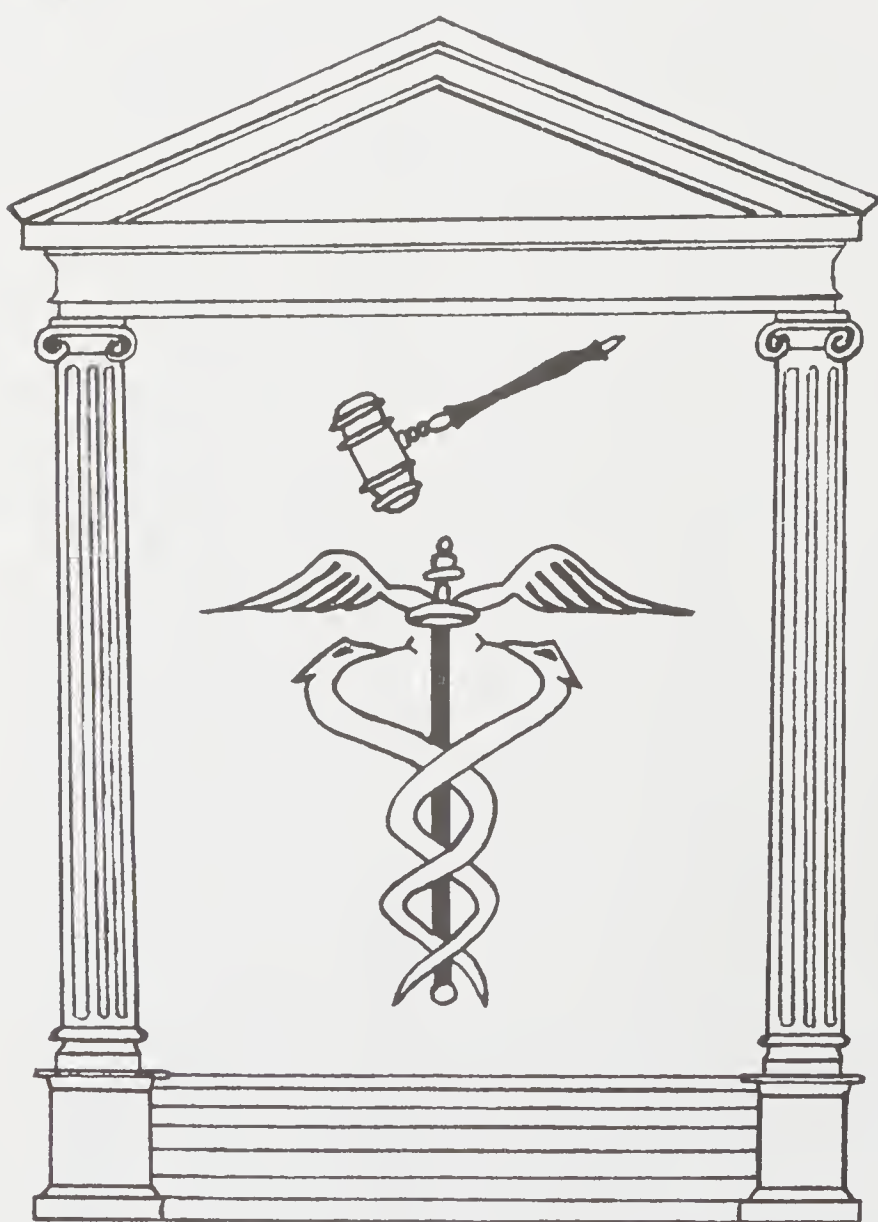
Quinlan feels that speakers such as Nelles are important, because she says, "I think people were surprised about how little they knew about legal responsibility."

Baumgart says that the Grange Commission tends to obscure the earlier Dubin Inquiry, a closed procedure which examined the practices used at the Hospital for Sick Children, and whose recommendations had consequences for all hospitals.

"It's always easier to go after the victim than to look at the system and I think that's why we have less attention given to the Dubin Inquiry because that really put the hospital under a microscope," Baumgart says.

"I think hospitals have to pay more attention to the system they have for dealing with risk. While most hospitals have something in place, nearly all of them could stand improvement," she adds.

Campbell agrees, speaking of the lynch-pin role of nurses in hospitals. "We're in such a hot spot position because we have to be not only accountable for our own actions but be on guard for mistakes by the pharmacy or whatever. Doctors can't know everything — they're only humans and mistakes can be made," she says. "As nurses we have to be aware of that and nip them in the bud."



GRAPHIC: VICKI ASTON



Filby suggests some improvements to the hospital system that could take some of the burden of responsibility off nurses, such as a consent form from a terminal patient who doesn't want any extraordinary measures used to save his or her life.

She prepared a procedures manual for "floats" or part-time nurses to inform them of the policies on her

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*"A procedures manual for part-time nurses informing them of the policies on that floor sits shoved away on a shelf and no one ever looks at it."*

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floor at KGH because, she says, "sometimes the policies are there and we're just not aware of them." However, "now it sits shoved away on a shelf and no one ever looks at it."

Smale's recommendation for protection is that nurses become part of the system. "I think in any organization if you work under certain policies of that organization or institution you certainly are obligated to help shape that policy if there is a discrepancy," she says. "Nurses don't sit back and wait for someone else to dictate policy, but they should help shape that policy."

Filby has made her own attempts to get involved, but she is realistic about hospital hierarchy and human frailties.

"I find when you're a lowly staff nurse in a hospital it is really difficult to make any momentous change. I know that morale is a real problem but you get fed up. You kind of lose your momentum after a while because nothing you try works," she says. Many of the nurses work 12 hour shifts, and Filby adds, "On a daily basis it's just enough to get through the day and your time off is your time off."

Both Filby and Smale advocate continuing education on the part of nurses. Filby suggests education seminars in the hospitals, and reading material to further educate the people already out working for 20 years. Smale stresses keeping knowledge up to date by reading available publications.

"Since, like anything else, legislation changes, the onus is on the professional person to continue to learn and be aware of that. As legislation changes they would be required to act in a different way. For example, the Health Disciplines Act is now open for review and certain conditions of practice might change as a result of that."

"I think it shocked everyone because people have a pre-conception of what doctors and nurses represent — they're the helping figures and that (the commission) must have shattered the image," Campbell says.

All of the nurses interviewed are concerned about the effect of the Grange Commission on the public's image of nursing.

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*Grange fed the fears of nurses who thought their professional reputation would be damaged by stating that if babies were murdered at the hospital, a nurse was almost certainly involved.*

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Filby has noticed a change in patients' attitudes. "Now we're providing a public service and they're demanding quality care. A lot of people are just very curious about what medications they're being given, and are asking questions," she says.

"I think some nurses got really frightened about what was going on (at the commission hearings) and I think nurses had a lot at stake because how we were painted had implications for how the public saw nursing as a responsible profession. So naturally we were concerned that our representation be as fair as possible," Samle says. "I think the public by and large has been quite empathetic to nurses."

Perhaps the ultimate effect of the Grange Commission on nurses is one of heightened awareness, not only of their accountability but of their vulnerability. As Campbell points out, what was unspoken before is now screamingly evident:

"Nurses are more aware that it is their butt on the line — I think it was always an understood factor."

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*Laura Eggertson is a fourth year English and History student.*



# As You Like It

## The Limerick Challenge Answered

Here are the winners of the first ever Limerick Challenge. After careful consideration of our hundreds of entries (just kidding, but thanks to all who entered), the following were chosen for their amusement value:

There once was a dish of  
spumoni,  
Made flat by a fellow named  
Tony,

He said to the dish  
"Go make your last wish,"  
And pancaked it with his  
zamboni.

**Chris Doyle**

There once was a dish of  
spumoni,  
A fetish object for young Tony.  
On his body he smeared...  
And if you think *that* is  
weird,  
On his toes he wore canneloni.

**Dr. Energy and  
the Electric Poets**

There once was a dish of

spumoni,  
Whose makings were all rather  
phony;

The colours, though faint,  
Were just latex pant,  
And the nuts were just dead slugs  
gone stony!

**Geoff Noxon**

There once was a dish of  
spumoni,  
Gobbled up by a wretched old  
croney.

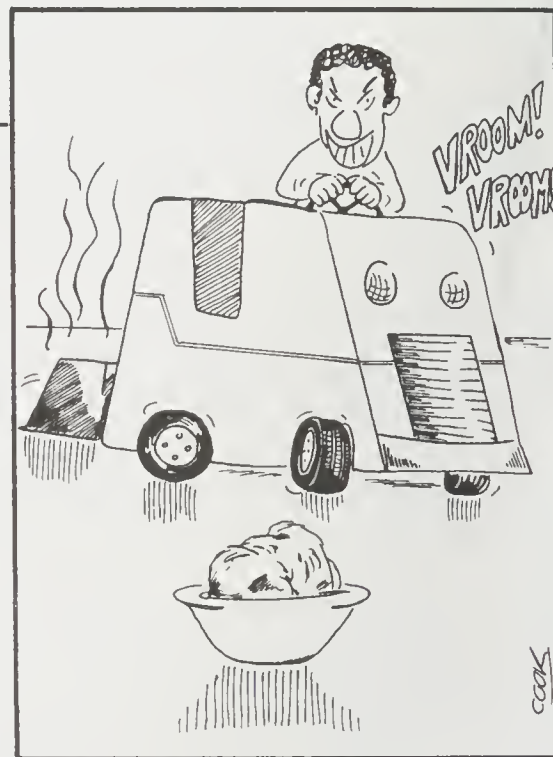
She said with a grin  
As she wiped off her chin  
"It's thick, just like Brian  
Mulroney."

**Chris Doyle**

There once was a dish of  
spumoni,  
It was topped with ornate  
macaroni.

"Thees small dish as art!"  
Said the great Bonaparte.  
Now consider the wit of old  
Boney.

**Allan Hope Simpson**



GRAPHIC: PETER COOK

For those who found our last opening line a bit elusive, here is one that should inspire no end of creative wit:

There once was a playwright nam-  
ed Shakespeare,

All entries must be submitted by  
January 15 to Suzy French at *The  
Conduit Office*, 051 John Deutsch  
University Centre (off the Lower  
Ceilidh).

## Amusement Possibilities of the JDUC

by Elizabeth Jackson

Have you ever been at a loss as to where to go or what to do during that inevitable half hour break between classes? You know, when there isn't time to go home yet there is more than it takes to travel between buildings? Well, the John Deutsch Centre has a host of amusement possibilities for times like this and more.

Could you use a windsurfer or ghetto blaster, or perhaps a trip to Florida? If you answered "yes" to any of the above, you've got Games Room potential. Such prizes are the stuff of Games Room tournaments. Located on the bottom floor of the JDUC and in the lobby of Jean Royce Hall are rooms full of pinball machines and video games, open to all university

students and staff. In November and February, the Games Room runs tournaments featuring lucrative prizes.

For English students who have to read *War and Peace* in a hurry or for those who want that certain Merle Haggard album, the Music Listening Room is the solution. Just sign out a set of headphones from the Games Room office and select a tape from a collection of over 1,200 ranging from classical to pop to country and western. Once you're "plugged in" you can do your homework to the sweet sounds of Quiet Riot! Many popular magazines are provided in the Music Listening Room as well.

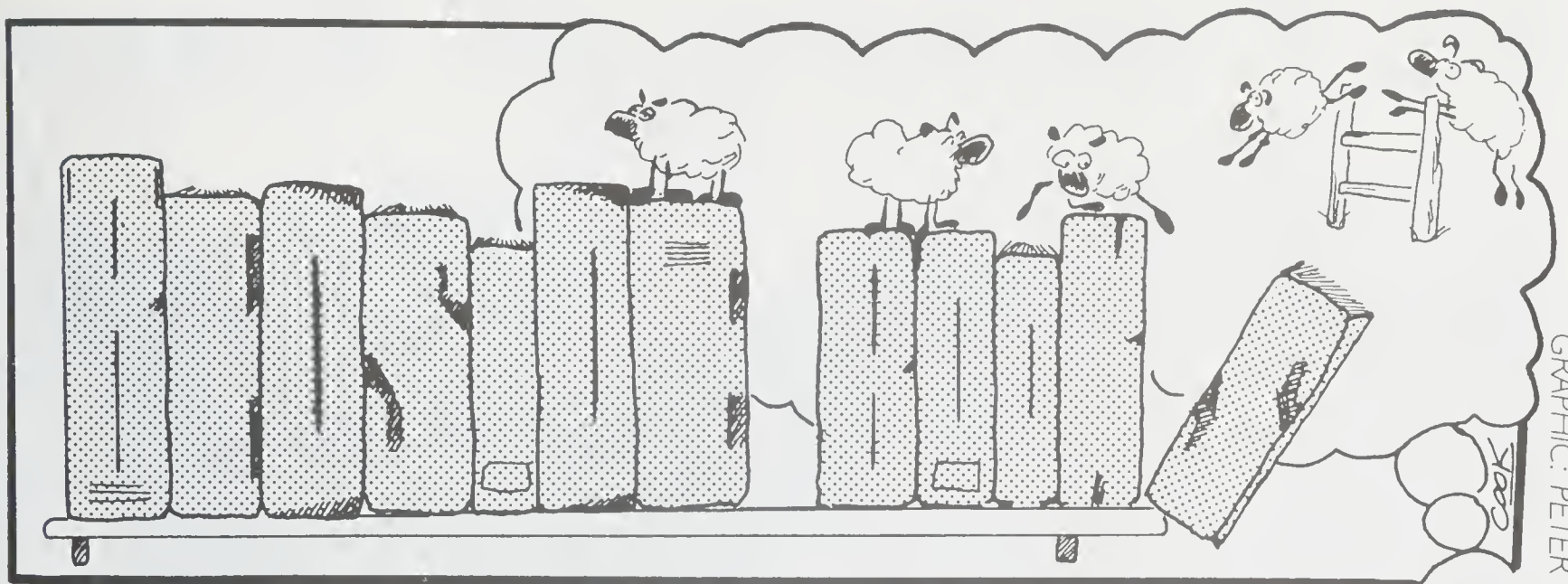
If you miss your hometown pool hall, you're in luck. On the second

floor, across the hall from the Music Listening Room, there are several pool tables. On Monday and Wednesday nights, snooker and pool leagues play in preparation for tournaments. If board games are more your style, the Games Room office has chess, "Trivial Pursuit" and other diversions on hand.

Whether you want to boogie to Bach, play a little snooker, cruise the "Fuji Speedway" or battle your wits with Robotron, the John Deutsch University Centre is the place for you.

*Elizabeth Jackson is a third year English student.*





GRAPHIC: PETER COOK

# Why Read Atwood?

*Interlunar*

by Margaret Atwood

Review by Michael Milde

Books of poetry have two things going against them right from the start. First, they are too thin for the money. Second, they are filled with, well, with poetry. And somewhere, someone with a lot of clout decided that poetry was to be studied, not read.

So why read Margaret Atwood's *Interlunar*, her 10th and most recent collection of poems? Two reasons. First, because general condemnations of poetry are formulated by people who don't read poetry and probably never have. Second, because this is a very good collection of poems by a very good poet.

One doesn't have to have a degree in metaphysics, theology or mythology to read Atwood. Her images are taken from daily life as seen through her own poetic prism. Not all the poems make sense after a first reading, but almost all leave the reader with a memorable situation or image. Her language is simple, but rich in turns of phrase that catch at your ear or your eye.

*"there is also a strong current of not taking things too seriously."*

For those familiar with Atwood's previous work, her style in *Interlunar* is not very different from her previous work. The tone is perhaps a little sadder, a little more fearful, a little more ironic (especially in the first section called Snake Poems). But there is also a strong current of not taking things too seriously, of finding humour in the oddest places.

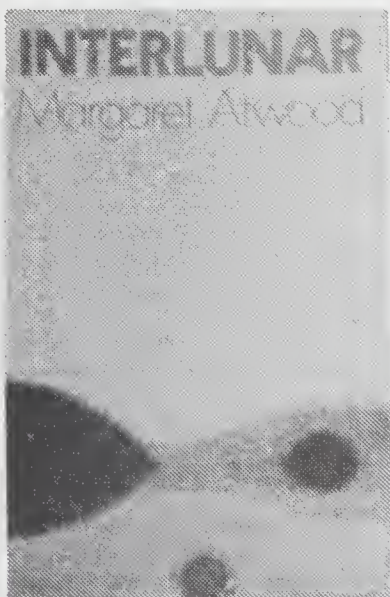
It is also satisfying to find in Atwood a poet who is really "Canadian" (if such a thing is possible). She doesn't ignore the unique urban characteristics of Canada, and she is also acutely aware of the



breadth, power and influence of nature in this country. By combining these two elements, Atwood escapes the charge of "backwoods parochialism" that seems to haunt so many Canadian literary figures.

Pick this book up, read it like you would a magazine article about entertainment or the latest findings in psychology (it only takes an hour). The experience will be a pleasant one, sort of like reading the Saturday newspaper comic section. Maybe a line or two will stay with you and make it all worthwhile.

*Michael Milde is a fourth year Philosophy student and Literary Editor of The Conduit.*



PHOTOS: OWEN STEELE



# In Pursuit of Excel

PHOTO: JACK CHANG



## *The Local Growth and International S*

It is 5:30 a.m. and the women's varsity crew is milling around the boat on the dockside. Soon they are warming up and then starting three minute racing pieces. The boat speeds along, slicing through the water. The blades dig cleanly into the water, and then cleanly out, churning small pools of white behind them. Their stroke is smooth and unhesitant, running at about 36 per minute. The boat's speed seems constant, but the trained eye can see the slight jerk of the cox's head as the crew catches its blades, beginning the

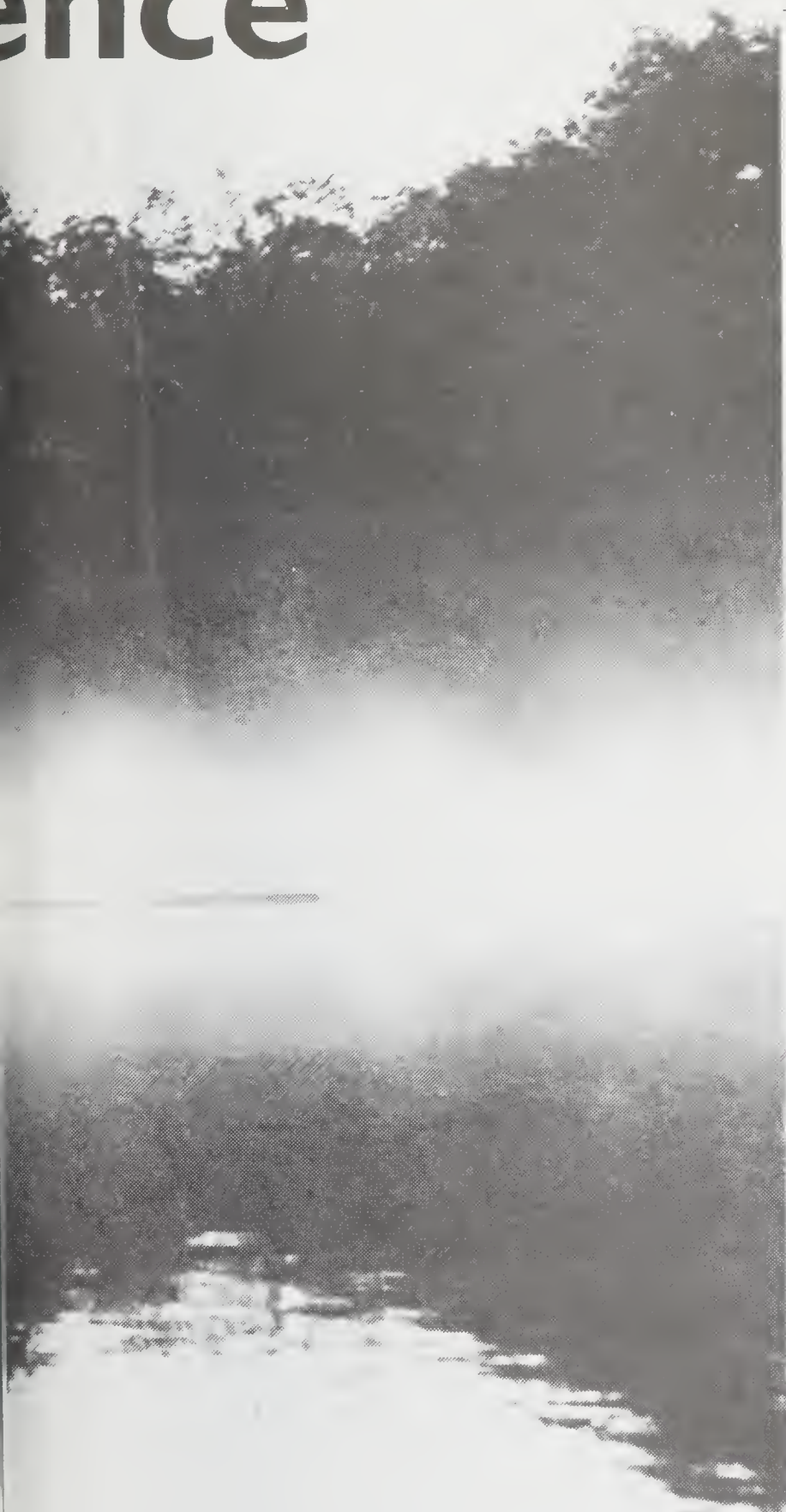
drive-through. There is no pause when the recovery starts: the slides only stop moving to change direction as the bodies seem to continuously flow. It is an exercise of continuous concentration and the silence of the morning is broken only by the calls of the coxswain.

The beauty of the morning is coated by a light mist that rises off the water, only to be dispersed by the just-rising sun. Soon at the end of the bay the hum of cars crossing the bridge to RMC will become continuous and the crew knows the practice is nearing its

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## ess of Queen's Rowing

end. The boat glides into the dock. It is 7:30, leaving enough time for a quick shower and breakfast before classes begin. In less than 10 hours the women will be on the water practicing, again...

This year Canada sent its largest-ever Olympic team to the Los Angeles Games, and among the rowing athletes and coaches were seven people who either had been born, lived, trained or gone to school in the Kingston area. Of this seven, six have been associated with the Queen's Rowing Club.

Since their inception in 1977 the Kingston Rowing Club (KRC) and the Queen's Rowing Club (QRC) have been incredible successes by all standards. In eight short years the QRC has been one of the most successful Queen's teams, winning 17 individual titles and four overall team championships. Together the KRC and QRC have expanded such that from a modest beginning of 16 oarsmen the various programs now involve 25 times that number of male and female athletes.

As George Henderson notes in his authoritative *Historical Sketch of Rowing in Kingston*:

*Nature was extremely kind to Kingston in its geographical location. From the point of view of rowing an almost ideal situation exists in the Cataraqui River area with its sheltered bays and the variety of water conditions for training. Also the location of Kingston in relation to the rowing centres of Canada and the United States has destined this city to be a rowing centre of great importance.*

The first recorded rowing competition in Kingston was the Barriefield Regatta held in July, 1837. The 1840s were marked by keen rivalry and competition but the 1850s witnessed a decline in interest in rowing. It was not until a quarter of a century later that rowing was revived in Kingston. This coincided with the increasing popularity in the sport, in part due to a young Toronto oarsman, Edward Hanlan. While not seeking to exaggerate his popularity, Hanlan has been called Canada's first sports hero, having won North American, Australian and British championships.

The popularity of rowing continued to grow and, to quote historian Peter King, "rowing in Canada took hold of the public imagination to an almost unbelievable degree." The Canadian Association of Amateur Oarsmen was formed in 1880; at that time only two other similar sports bodies were in existence — the Canadian Lacrosse and the Canadian Skating Associations.

In the spring of 1881 the first Kingston Rowing Club was established but was short-lived; organized activities of the club seem to have ceased suddenly after 1882.

Only in the early 1970s was there a significant resurgence in the popularity of rowing in Canada. This can be attributed to a number of factors: Canadians were winning medals in international competitions, the Canadian Amateur Rowing Association (CARA) was being rebuilt, and provincial support was available for the development of athletic facilities.

In the meantime, the technology of rowing had changed dramatically from its early beginnings. In 1845 the Oxford University team, competing in the Henley Regatta, revolutionized the sport by introducing outriggers. Rowing shells decreased in size and weight,



keels disappeared, and by the latter part of the 19th century, sliding seats replaced greased trousers. Gradually, wooden planked hulls gave way to lighter frames and eventually to fibreglass and Kevlar. By the time the first Queen's team was formed in 1977, rowing had become a highly sophisticated sport, requiring not only great strength but a high degree of skill, technique and team co-ordination.

The introduction of the sliding seat integrated the muscles of the lower back, stomach, legs and arms, and made rowing the demanding, exhaustive sport that it is today. Baron Pierre de Coubertin, the founder of the modern Olympics, once called rowing "the most beautiful exercise there is." It is rated along with Nordic skiing as the sport that best develops cardiovascular fitness.

In 1973 there was sufficient interest at Queen's in the sport that a team was spontaneously formed by a group of oarsmen who had previous rowing experience. An eight-seat training shell was loaned to the team by the Brockville Rowing Club. The crew performed well, placing fourth at the Head of the Trent Regatta and second in the Brock Invitational Regatta. Its success was such that it prompted a *Queen's Journal* writer to confidently predict:

*in the years to come it is not inconceivable to picture Queen's University becoming a rowing power and dominating a sport that is fast-growing in scope, participation, popularity and prestige.*

In June of 1975 Bruce Alexander, a Queen's graduate and member of the Board of Trustees, wrote to the director of the School of Physical and Health Education, proposing that a rowing club be established at Queen's. A number of Ontario high schools had extensive rowing programs that produced oarsmen and women of a high calibre, yet these athletes had very limited opportunity to row at the university level.

Douglas Clark, captain of the Argonaut Rowing Club and coach of the Upper Canada College Rowing program, was hired to investigate the feasibility of establishing a rowing program at Queen's. Funded by a dozen alumni in Kingston and Toronto, Clark's report recommended the establishment of a rowing program at Queen's under an independent rowing club.

At this point two individuals, whose extraordinary hard work, dedication and infectious enthusiasm would guarantee the club's success in its first eight years, stepped forward to offer their services. Both were Queen's graduates and both had impressive rowing backgrounds. The importance of John Armitage and Ian McFarlane to the QRC cannot be exaggerated, and their devotion and crucial role in the formation and success of the club have in part been recognized by their having been jointly awarded the Canadian Amateur Rowing Association Coach of the Year Award in 1982.

Through their efforts, the Kingston Rowing Club formally came into being in February of 1977, with Michael Davies as president, John Armitage as secretary and Terry Kelly as treasurer. The six other charter members were Dr. Harry Botterell, Jim Courtright, Dr. Ronald Watts, Ian McFarlane, Mark Evans and Reg Clark; the success of the club in the early years was due to the extraordinary hard work and financial contributions of these individuals. Dr. Botterell, whose own rowing career included trying out for the 1928 Amsterdam Olympic Games, gave wise counsel and worked tirelessly to raise funds; Ronald Watts, who had himself rowed at Oxford as a Rhodes scholar, was a continuous supporter of the club; and Mark Evans served not only as a founding member of the KRC but as the founder and first president of the QRC. This year Mark rowed with his brother Mike and six other crew mates to victory for the ninth year in a row in the Oxford-Cambridge "boat race" for Oxford University. Evans then struck gold in Los Angeles this summer when they won with the men's eight, Canada's first ever gold medal in that event. Doug Hamilton shared the limelight with the Evans boys, winning a bronze medal in the quadruple sculls event.

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**The warehouse was 300 metres from the water, but the old racing shell that had been bought second-hand from Princeton was too heavy for the women to carry. A roof-rack was designed for Armitage's car so that the middle of the shell could rest on the car and four rowers in front and four behind could support the ends.**

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In its first years, the club was plagued with difficulties: there was no clubhouse to store boats; no locker, changing or washroom facilities; no docks to launch shells; and no trailer to transport boats and oars to regattas. Michael Davies, publisher of the *Kingston Whig-Standard*, made his warehouse on Rideau Street available for storage of the shells. The warehouse was 300 metres from the water and the men's crews had to carry the shells the distance, but the old racing shell that had been bought second-hand from Princeton was too heavy for the women to carry. A roof rack was designed so that the middle of the shell could rest on the car with four women in front and four behind supporting the ends.

From these humble beginnings the club certainly has come a long way, now possessing four new eights, four used eights, three new and two used coxed fours, one new straight four, three pairs, and a single, in addition to six coach boats with motors. Weights and rowing machines for dryland training are also an integral part of the club's program.



Three years after the club's inception and having overcome numerous bureaucratic and financial hurdles, the KRC finally got its own boat house. On May 25, 1980 the Honourable Keith C. Norton officially opened the new \$88,000 building that contained two huge storage bays, as well as showers, washrooms and weight training facilities. The construction of the clubhouse was made possible by a Wintario grant, donations from building sub-trades, suppliers and contractors, and the contributions from over 200 individuals and companies. The club was able to save over \$15,000 because John Armitage, a professional engineer and project manager for Dacon, was able to serve as the designer and contractor for the building.

From the first season onwards the QRC has had impressive results. In 1977 Queen's won the men's novice Ontario University Athletic Association (OUAA) and the women's varsity Ontario Women's Intercollegiate Athletic Association (OWIAA) individual team titles; the men's varsity OUAA title in 1978; the OWIAA women's varsity title in 1979. In 1980 the men's novice took the OUAA gold medal while the women totally dominated the OWIAA taking both the varsity and junior varsity golds and winning the first ever overall team championship.

By the summer of 1980, attention was being focussed on the QRC for another reason. In July, a young Queen's student, Doug Hamilton, won both the junior and senior championships at the U.S. Nationals held at Camden, New Jersey, an unprecedented victory. Later that month he won both the junior and senior heavyweight single events at the Ontario Rowing Championships. In August, at the Royal Canadian Henley Regatta, Hamilton won the North American championship in the junior heavy singles and only 40 minutes after, went back on the water with Kevin Willberforce to win the junior heavyweight doubles race.

In autumn of 1980 Doug placed fourth in the field of 40 scullers at the Head of the Charles Regatta in Boston, and the next year went on to be the first QRC rower to compete in the Henley Royal Regatta on the Thames.

In July of 1981 the largest and most prestigious rowing event ever was held in Kingston — the Ontario Rowing Championships — involving 18 clubs and over 500 athletes, in 52 events. In recognition of the event, Mayor John Gerretsen proclaimed July 20 to 26 "Rowing Week in Kingston".

The 1982 season was nothing short of spectacular for Queen's; individual titles were won by the men's varsity, junior varsity and lightweight crews while the women's novice took the gold. Queen's won both the men's and women's overall team championships, a feat that has yet to be repeated. The season was also spectacular for Doug Hamilton who won world titles in both the 1,000 and 2,000 metre sculling events at the World University Championships held in Milan, Italy.

This season saw the three varsity crews dominate the sport. The men's varsity and lightweight and the women's varsity crews all had undefeated seasons in OU/OW competition. Queen's has become one of the strongest rowing powers in Ontario in the eight short years. Yet the Queen's teams did not win this season's overall championship for men or women as determined by a scoring system that tallies how crews place in each of the rowing categories (varsity, lightweight, junior-varsity and novice). This year the two men's novice boats both narrowly missed qualifying for the finals in their heats and thus were shut out from gaining any points. This put Queen's behind going into the final race, the men's varsity.

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**The failure of the men's novice boats to qualify for the final put Queen's behind going into the final race — the men's varsity. All the crews were late arriving to the starting gates and were each assessed a false start; any boat which receives two false starts is disqualified. Both the Trent and Western boats received a second false start but were allowed to race the course. Queen's then won the race.**

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All the crews were late arriving to the starting gates and were each assessed a false start: any boat which receives two false starts is disqualified. Both the Trent and Western boats received a second false-start and were technically disqualified, but were allowed to race the course, although protests by the University of Toronto and Queen's had been registered. Queen's then won the race.

John Armitage had to decide whether or not to allow the protest to stand, thereby disqualifying Western and allowing the men's championship to go to Queen's by default, or to withdraw the protest, allowing Western to take the title. He quickly withdrew the protest; he felt Western had won on the water, and Queen's should win on the basis of merit, not technicalities.

Such an attitude indicates the comradery and sportsman/womanship that is developed in rowing and affects all levels of inter-club relations. The QRC, for instance, could not have survived the early years without the help of other already established clubs which not only lent the QRC equipment, but transported it to and from regattas. This willingness to help one another is a common feature amongst the clubs. The comradery extends to the athletes and is



exemplified by the frequent parties that occur after regattas.

By 1984, with the increasing popularity of rowing, the intercollegiate teams no longer could accommodate all those who wished to participate in the sport. In recent years it has not been unusual for 100 students to try out for the 16 positions on each of the men's and women's novice teams.

On Armitage's suggestion, the Queen's Rec Rowing Club (QRRC) was formed with Michael Dodd, a third year commerce student, serving as president. Within just four days of its inception, the program was full, involving some 80 oarswomen and men. It ran four days a week for five weeks and gave the participants the opportunity to row, as well as improve their style and strength through dryland exercises under the supervision of experienced coaches. By all accounts the program is a success.

The implementation of the program represents one more of Armitage's successful attempts to diversify the athletic base of the sport — the key to its success at Queen's. By involving more athletes, and through the high school program involving them at a younger age, both the current depth and future strength of the sport is ensured. It is in the best interest of the sport to have as broadly-based programs as possible. Queen's has directly benefited from this policy with a number of rowers from the local high school program coming to Queen's and rowing for the QRC.

Maintaining broadly-based programs also has financial advantages. The criteria for Wintario grants are such that only broadly-based community programs can receive funding.

Queen's, until last year, paid an annual rental of \$1,800 for both the men's and women's varsity shells. Until recently, Queen's only recognized the two varsity teams as rowing for the university; the other seven Queen's teams went unrecognized and unfunded. A compromise was recently reached to formally recognize all of the teams but they continue to be underfunded. Instead of funding the two varsity teams for their transportation and accommodation to regattas for the whole season, the university now funds seven teams for the finals only. It all adds up to the same amount, with the balance of funds made up by the athletes and through fund-raising efforts. This year each athlete had to pay \$100 in order to row for Queen's.

Despite the lack of adequate funds and resources, the club has continued to thrive. This has been due to both the hard work that has gone into administering the program and the dedication and efforts of the athletes themselves. "If I had told anyone that within seven years this program would produce Olympic athletes," says Armitage, "no one would have believed me."

*Jim Harris is a fourth year Politics and English student.*

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# Ontario University Restructuring: The End of Procrastination?

**Both government and universities are agreed that, above all, excellence must remain the highest priority for our universities. It is the development and maintenance of this excellence that is vital to the future of the universities and people of Ontario.**

**Bette Stephenson, Minister of Universities and Colleges, in an address to the Ontario Legislature on Dec. 15, 1983.**

Until the early '60s, post-secondary education wasn't much of a problem for anybody.

Now, however, both the expense of a university education and the number of people seeking degrees are rising quickly. Maintaining an adequate, much less excellent, system of post-secondary education in Ontario has become a formidable challenge.

Most students aware of the Bovey Commission, which later this month will be releasing its report on the future of the university system, in light of rising costs. But this committee, set up in 1983 at the request of Colleges and Universities Minister Bette Stephenson, was not the first established to study the question. Preceding the Bovey Commission were a number of commissions whose recommendations had been barely noticed, let alone accepted and utilized, by the Ontario Government.

As early as 1966, the Spinks Commission recommended that a University of Ontario be set up, the governing superstructure of which would provide a system of planning and control for all other Ontario universities. This proposal challenged the government's policy of staying out of the internal governance of its universities, as well as its notion that Ontario universities should develop on the basis of a diversity of institutions, rather than on the basis of a single institution. Subsequently the recommendation was not adopted.



GRAPHIC: LYNNE WILSON

The next major consideration of the options for government-university relationships was in 1972, when the Commission on Post-Secondary Education was established. The committee proposed an alternative to either total government control or total decentralization — a "buffer" body, to be delegated with executive powers from both the government and the universities. The closest the government came to acting on their advice was to establish the Ontario Council on University Affairs (OCUA), which acts in a strictly advisory capacity and has no executive power.

Finally, in 1980, a major meeting was called to discuss the issue of post-secondary education in Ontario. This was attended by Premier Bill Davis, Stephenson and other members of the Cabinet, as well as executive heads of Ontario universities and Ryerson, the Ontario Institute for Studies in Education (OISE) and the Ontario College of Art.

The representatives were asked to prepare a plan addressing what they saw as the most serious difficulties in maintaining a post-secondary system of education. In addition, Davis asked the OCUA chair-

**By Jennifer Tiller** 21



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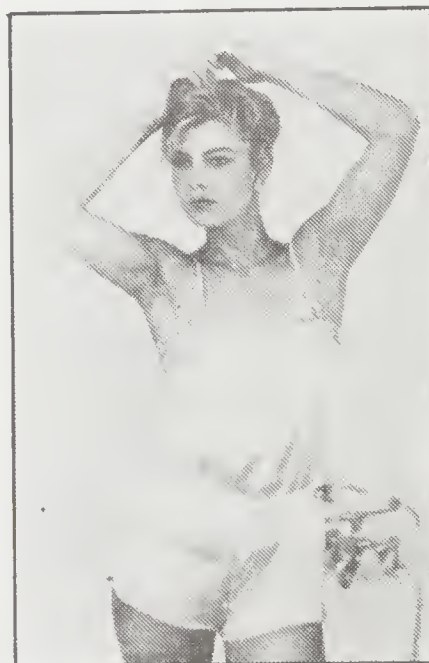
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man what steps the council thought might be taken to ensure the effective use of resources in the university system.

In a brief presented to Davis in November, 1980, the executive heads responded to the premier's questions. In it, they stated: "The situation of Ontario universities has reached a point where, in order to reconcile the publically-endorsed objectives for the universities and the level of funding, it will require either substantially increased funding or scaling down the objectives of the universities."

As a result of this meeting and the statements made by those involved, the Committee on the Future of Ontario Universities was established to deal with the problems foreseen.

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*"I am led, for example, to wonder whether we truly need 10 faculties of education producing over 3,000 graduates annually at a time when the potential for teacher supply remains uncertain."*

*—Ontario Colleges and  
Universities Minister  
Bette Stephenson*

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This committee was asked to submit a preliminary report in February, 1980, and a final report in June. In response to its preliminary report the committee received 77 written submissions. In preparation for its final report, it reviewed these submissions and listened to presentations from 23 organizations. The committee's final report stated that, unless more operating funds were made available to the universities, a serious restructuring of the system would have to take place.

In its response to this report, the government indicated that the suggested closure of universities would be unacceptable. Further discussions between Davis, Stephenson, and the university presidents were aimed at identifying alternative ways to bring about the rationalization the committee had felt would be necessary under continued conditions of financial restraint.

But reaching consensus on the type of restructuring necessary to maintain an acceptable system of post-secondary education proved difficult. As Stephenson told the Legislature in December, 1983: "The diversity which makes our universities strong almost makes it impossible for them to reach a consensus on actions needed to bring about such changes."

This lack of agreement resulted in the formation of a second commission on the future of Ontario universities, the Bovey Commission, composed of Edmund C. Bovey, Dr. J. Fraser Mustard and Queen's own Dr. Ronald Watts.

Unlike previous commissions on post-secondary education, the Bovey Commission appears to have been given a much more stringent mandate. Stephenson has made it quite clear what the government would like to come out of the commission's final report.

In her December, 1983, address, Stephenson discussed the four specific issues that the commission must deal with.

The first was the structure of the universities as a system. "Each university cannot aspire to universality," Stephenson said, "the universities must be encouraged to build upon their unique academic strengths." She said the commission must consider the designation of specific "units" as centres of specialization.

Secondly, Stephenson asked the commission to deal with the issue of accessibility, and its meaning in the "context of economic realities." "I am led, for example, to wonder whether we truly need 10 faculties of education producing over 3,000 graduates annually at a time when the potential for teacher supply remains uncertain. Similarly, the Law Society of Upper Canada has expressed real concern about the number of graduates produced annually by our six law schools. These faculties are expensive to maintain, particularly if employment opportunities for their graduates will be severely limited."

The third issue concerned the resources of the university system, about which Stephenson stressed the necessity of restraint: "Continued restraint in the public sector spending is necessary if we are to facilitate the province's (economic) recovery."

The fourth and final issue Stephenson asked the Bovey Commission to deal with was the need "to have mechanisms for regulation, co-ordination and provincial advice to the governments to ensure that the new university structure responds to societal need in a co-ordinated manner."

In her closing address, Stephenson said the commission's mandate would be to develop a detailed plan for the reshaping of the Ontario university system as outlined in her statement.

The Bovey Commission's report, which was submitted two weeks ago and is expected to be made public later this month, marks a significant departure from previous committee findings in two respects. First, the Ontario Government expects its recommendations to be practical and specific. Secondly, and more importantly, it seems the government will no longer be able to avoid its committees' suggestions: it is obvious that plausible suggestions are necessary and must be put into action if present Ontario universities are to deal effectively with their ever-dwindling resources.

Meanwhile, students wait with nervously-baited breath as B-Day approaches.

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*Jennifer Tiller is a recent graduate of Queen's now studying journalism at Carleton University.*



**A**cademics at Queen's are no easy task and budgeting your weekly allowance to the last dollar isn't particularly appealing. So why would any sensible "starving student" give up some precious study time for a job he/she knows will not result in monetary payment? This question cannot be singularly answered. From the very first day you arrive at Queen's you are told the importance of "getting involved." Judging by the number of students giving their time and energy to volunteer organizations, both on and off-campus, the slogan "get involved" seems to be making lasting impressions. For most students, classes just aren't enough, which is why so many feel the need to do more.

Queen's and Kingston are overflowing with successful organizations which are totally dependent upon volunteers. The opportunities to become involved offered off-campus are both vast and diverse. Kingston is one of the most advancing cities in terms of volunteers and volunteer agencies; these resources are in abundance partly due to the volunteer action of Queen's students. Agencies are formed to meet the needs; the number of volunteers working in correctional services, for example, is ever increasing, simply because the demand in the nine prisons within and surrounding Kingston cannot be met.

In many employment fields, including social services and corrections, it is almost impossible to gain employment without experience. Many students find the only way to get their experience is by volunteering. Employers seem to recognize the fact that in becoming a volunteer one is willing to take an extra step.

Janet Frood is a fourth year sociology student who has gained experience by working with inmates in local prisons through a volunteer agency on campus. Currently working with inmates and their wives at the hostel-style home called Bridge House, Frood has volunteered in the area of corrections since first year and says, "I can't just go to school. I'm not like that. It's

**"It's so easy to get sucked into the Queen's environment and it's not real. It's an Ivory Tower. Being off-campus is a nice outlet. Not only do you get to see the 'real world' but you become part of the community."**

not enough."

As with many Queen's students, Frood finds that in doing something away from campus she is escaping the whole academic atmosphere. "Being off-campus is a nice outlet. Not only do you get to see the 'real world' but you become part of the community." She sees an advantage in meeting different types of people, and advises other students to get out into the community: "It's so easy to get sucked into the Queen's environment and it's not real. It's an Ivory Tower. I think I've gained a more rounded perspective by being exposed to more than student life in these four years."

Sue McEvoy is a third year sociology major who currently volunteers at the birth control centre at Queen's and who last year volunteered for the Queen's prison visitation committee, a social group

# GIVING

## Why so students

put together to visit and converse with inmates at one of the local prisons. Wanting to learn about prison life, she saw the committee as an opportunity to actually get inside rather than read about it in a textbook. "I thought it would be a different way of learning. It was really a new thing for me. I had never been inside a prison before and I had never volunteered for anything before."

McEvoy was surprised at just how much she learned from her visits. "I was getting a lot more out of it than the inmates were. I asked so many more questions than they did. It really wasn't what I thought it would be like. There is a stigma attached to prisoners and I was expecting the stereotype but that wasn't the case at all. I didn't think that sitting and talking to these groups of prisoners would be so natural and easy. Here I was making friends with inmates!"

As far as volunteering goes, McEvoy had never been an active participant before this but now says she would be unfulfilled otherwise. Often, areas which initially hold little interest turn out to be areas of great concern to the student. Many experience something new and it directs them towards a career. "From that experience, I found out that social work is really for me," McEvoy says. "I know I want to go into it after I

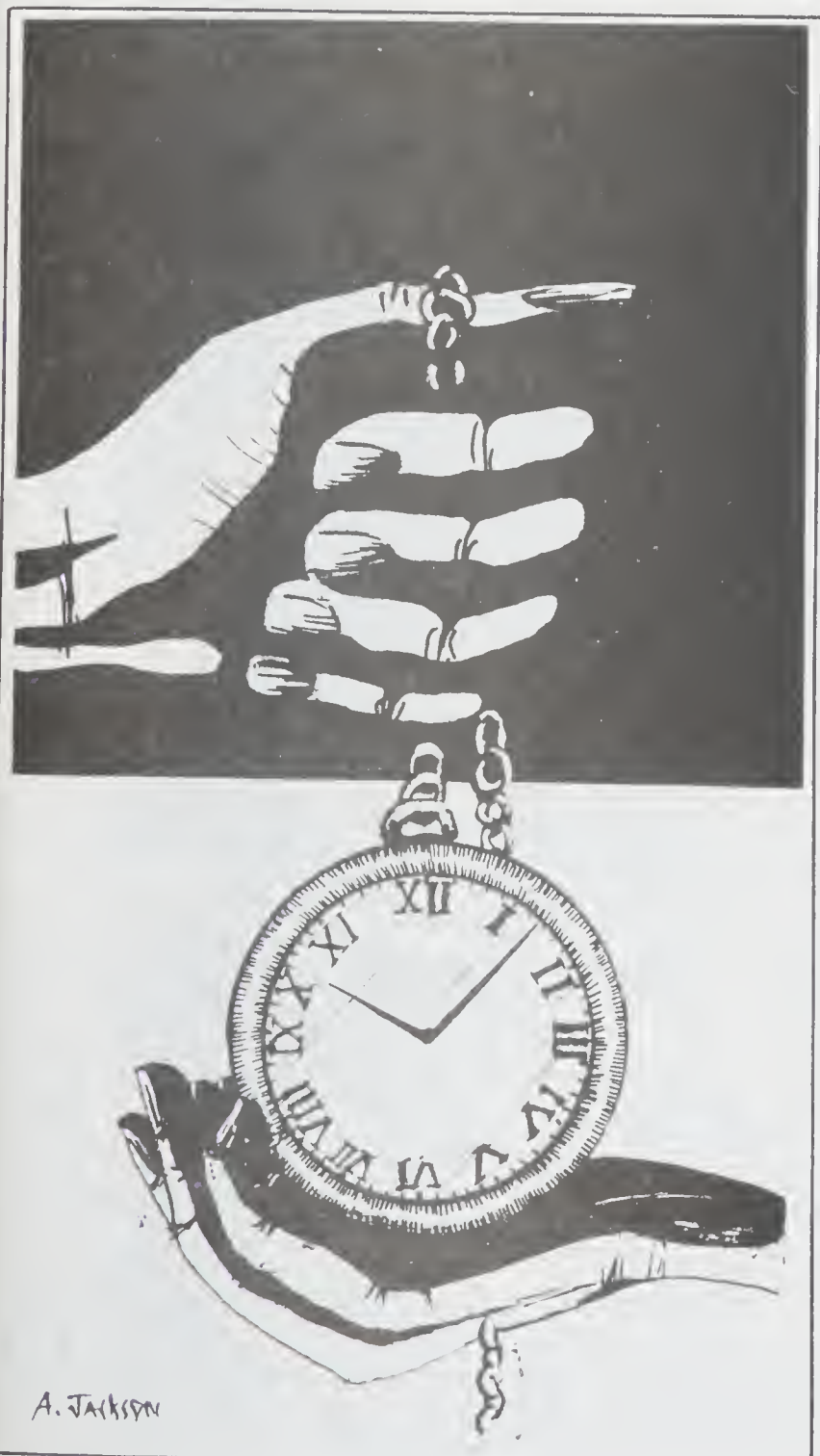
graduate. I didn't have any inclinations for it before I volunteered but it really gave me the direction I needed."

Not everyone is in need of a career direction. In fact, many students volunteer in an area extremely unrelated to what they are studying, and away from their place of study. The idea of getting off-campus for a few hours a week is often enough motivation to become a volunteer. "I wanted to do something for somebody else, out of the Queen's environment," Anne Horner, a third year English major, says. Her love of children prompted her to become involved in the Helen Tuft Tutorial Program, a big-sister type of arrangement which runs throughout the school year. "Basically I'm spending time with a little guy who needs attention. We make sure that these kids have all the



# TIME: many volunteer

**By Vicki Aston**



basic skills they need for school," Horner says.

Volunteering for this sort of work can lead to an emotional attachment which many students feel they simply do not have time for. Horner, however, believes the bond she has formed with her "little guy" is rewarding enough to make her want to put time into it. "I only spend a couple of hours on Monday nights with him and then once a month we have an outing. If I can't organize myself to give up that small amount of time then I'd think I had some serious problems." Horner considers this off-campus activity a great release. "It puts your priorities in line. Sure, school comes first but you realize that the world doesn't revolve around it."

There is a definite learning process that occurs in volunteer work. One not only gains experience in a new field but learns to look at things in a more outward fashion. How things affect you becomes secondary because you are doing something for someone else. This surprised Horner: "My child needs so much attention. I really feel like I'm doing something for him and not worrying about myself. It's easy to always be thinking me, me, me!"

Sincerity is a necessary quality in volunteers. Students who don't have their hearts in it quickly fade out of the organization. Of course, one may have to try several groups before finding something suitably interesting. "You have to want to do it," McEvoy says. "Some people just didn't get the same thing out of working in the prison as I did. Generally, people who did it strictly for resume material didn't last very long." Similarly, Horner finds that sincerity is a must for volunteering: "I take it seriously. I said something to the little boy I tutor about what he once told me. He said, 'Oh, you remembered!' You've got to be motivated enough to give your full attention to the child."

There are many students who as part of their academic program are required to volunteer in their chosen field; the AMS Student Volunteer Bureau helps place these students in appropriate positions. Faculties such as Concurrent Education and Nursing demand a certain number of volunteer hours in the hospital or classroom. By volunteering, these students are exposed to the "real" side of their studies while at the same time gaining necessary practical experience. However, even students who are not required to volunteer do so for similar reasons. An example of this is Anita Feuchter, a third year biology major working towards medical school who has volunteered in hospitals for three years. "I learned a lot of things that are just not found in textbooks. It confirmed my belief that I want to get into Meds."

When Feuchter told some of the doctors of her interest in medicine she was given a lot more opportunity to learn. She helped in the emergency room and was often shown procedures for accident victims. "It was a lot more than just pushing a cart or handing out magazines," Feuchter says. "I gained access to the



hospital library and I met a lot of people in the medical profession who taught me things first hand."

Getting away from campus appeals to some students but, for many, volunteering on campus is more attractive. The distinct Queen's spirit is formed largely by students who become involved in campus activities. The number of diverse volunteer organizations at Queen's is quite staggering. There is opportunity to become involved in radio (CFRC), journalism, many levels of government, orientation, Queen's bands, and many more, all of which greatly depend upon volunteer participation.

Unfortunately, there is much more involvement in upper years than in lower years. First year students are especially uneasy about taking the initial step towards a group of interest, believing that they have little to offer a well-established group, or do not know enough about the issues. Any volunteer organization would say this does not matter. First year students have a lot to offer, and often more to gain, by volunteering on-campus, and it is usually the case that fourth year students wish they had become involved earlier. While it is true that many on-campus organizations are composed mainly of upper year students, this is changing as freshmen realize that it's very easy to become a part of campus life. The active students on-campus had to begin somewhere as well.

students, who later become my friends," Powers says. "Your scope of friends really diversifies. If one becomes committed to something of genuine interest there is no doubt that he/she will want to spend a lot of time at it.

Many students find the more they become involved, the more they see they cannot do a complete job. The all-absorbing positions, like president of ASUS or AMS, are in fact full-time positions demanding a full day's work. Some universities actually treat these volunteer positions as full-time paid jobs. However, here at Queen's, the students must find a balance between giving all one's time and being too frightened to give any.

One reason so many students find themselves volunteering for an all-absorbing job is that they want to see changes made and feel the only way to bring about change is to implement their own suggestions. Andy Poole was drum major for the Queen's bands in 1983-84. He took on this time-consuming position because he saw the need for drastic change. "I saw the band getting far too serious and felt it was no longer what it was supposed to be: FUN. If you don't like something you run for a position that has the ability to change, hopefully win it, and try to change things." His lack of experience, not only as a drum major but in a position of authority, forced him to learn quickly. "I

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**"You have to want to do it," McEvoy says. "Some people just didn't get the same thing out of working in the prison that I did. Generally, people who did it strictly for resume material didn't last very long."**

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Rick Powers, a second year law student, is a seasoned volunteer at Queen's. During his 11 years at Queen's, he has been involved in ASUS, outer council for both MBA and Law, the Board of Directors, the *Journal* management board, several athletic committees, column-writing for the *Journal*, and ran in last month's Rector election. Powers is living proof that becoming involved in one thing leads you to becoming involved in another. "At first I remember thinking how limited my contribution was because everyone knew so much more than I did, especially in an area like student government. If you have a real interest, you soon begin to learn about the issues. When you are attracted to certain issues then your involvement increases," Powers says.

In becoming so heavily involved with extra-curricular activities, one would think Powers has no time left for himself. "Sure, my time alone is sometimes pretty limited, but if what I want is time for myself, then I make it. But usually I would rather be with other people, doing things that involve more than just me." There is a strong feeling among most students who volunteer for positions on campus that your social life increases rather than suffers. "My social life increases every time I help out with a different group, simply because I meet new people. Almost everything I have volunteered for has involved a lot of people, not only

had never led a band before and wondered if I was in over my head. Half the fun was growing, learning how to do it while doing it." Poole admits that with authority comes responsibility; often he found himself disciplining band members for things that, only a year before, he had been the biggest offender of.

Becoming involved in something that you have absolutely no previous knowledge about can be almost as frightening as it is exciting. Today there seems to be great advantages for a person who has a variety of knowledge gained through experience. In an organization like CFRC, for instance, Queen's students learn a great deal about programming, live broadcasting, studio recording and music. Almost all of the students who volunteer at CFRC have no previous knowledge of radio broadcasting, and within a relatively small amount of time any student with enough interest can program and broadcast, and thus gain valuable experience in the media field.

More than any other reason, it seems that students become volunteers to gain experience. Diane Hall is a fourth year Commerce student who is business manager for *The Conduit* magazine. She says this position gives her experience in the world of marketing and advertising: "It's such a confidence builder. I have to go out into the community and talk to customers. I'm learning how to sell."



There is no denying that experience looks great on a resume; there are students who volunteer solely to build resume material but, on the whole, it does not seem to be the prime motivator. Rick Powers explains: "It would be unrealistic to say 'No, volunteer work doesn't help you when you're looking for a job.' Most employers will recognize you if you have more to offer than high marks."

McEvoy agrees that although resume material cannot be the prime motivator for a volunteer, it inevitably occurs and is very useful: "I got my summer job through having volunteered in prisons; I organized a volunteer group for the Red Cross. Having worked as a volunteer got my application noticed, because it was my experience in this area that they were looking for. Now I have even more experience and a job for next summer."

Similarly, graduate programs are demanding more than just marks on application forms. Areas such as journalism, for instance, look more and more towards experience in the field. A student writing for a university newspaper or broadcasting for an on-campus radio

station is more likely to be accepted into a graduate program in journalism than a student with only good marks, although marks are still a major factor.

As mentioned before, a student's life at Queen's is not particularly restful or carefree. It's no secret that time is a student's most precious commodity. So, it's all very well and good to say volunteering makes one feel great, allows experience and provides an escape from school, but aren't academics why we're here? Will grades slowly go down the drain as one becomes involved in something else? Surprisingly enough this is usually not the case. In fact, the opposite often stands true, since one is required to become more organized.

If highly involved in a volunteer position that offers career direction, it can motivate you to do well in related courses. "I'm now studying criminology in the psychology department," McEvoy says. "It sparked my interest in this area." She feels her volunteer job is no threat to schoolwork; "When I'm organized it's easy to balance. I wouldn't say school has suffered but I began to get really absorbed into it so I had to find a balance and remember why I was here." Powers concurs on this point: "School still has to be number one. It's not difficult to organize your time. Being responsible for something puts pressure on you not to let people down, and then you're forced to get organized. The more I do, the less I procrastinate."

There are some students, however, whose first priority is not school. It is worth it to them to give up marks, or even courses, to gain the experience and feelings found in volunteering. "I'm not a true academic," admits Frood. "I never have been. If I didn't volunteer for things that interest me I would just sit around; I wouldn't be studying instead. My academics probably suffer because of this but I know I'm not wasting my time at Bridge House. I come away with a real high. I can certainly say that classes didn't make me feel that way."

There is a fear among non-volunteering students that involvement in extra-curricular activities will cause them to fail. Andy Poole gave up a year of academics to devote the time necessary to run the Queen's Bands; "I could have gone to classes but not held any sort of average. I put too much into being drum major and not enough into being a student." He feels, however, that the year was anything but wasted; "I could never learn the social or leadership skills in class that I learned last year. These things are worth more to me than credits. I feel that with my ability to organize, I can make a good impression on any employer." Clearly, Poole is an exception to the norm. Academics seem to suffer minimally for most students. It is more often the case that academic interest improves, resulting in higher grades.

Not only do Queen's and Kingston offer vast opportunities to "get involved" but the benefits from becoming a part of something will stay with you long after Queen's. It's a cliché, but one has everything to gain and nothing to lose.

*Vicki Aston is a third year student in English.*



GRAPHIC: ANTHONY JACKSON



# I Was My Own Barbershop Quartet

By Rob Hough



GRAPHICS: NEIL CAMPBELL

*I think I'll put some mountains here. Otherwise, what are the characters going to fall off of?*

—Laurie Anderson

I was all alone till around, oh, age 21 or so; a single solitary unit with which to battle the barbaric excesses of every day life. For most people, a single set of worries, quirks, attributes and personality characteristics is quite sufficient. However, I needed several. For some inexplicable reason I needed a complete army of persons I could hide behind whenever the going got too tough. It was this desire to gain an unfair advantage over the world at large, coupled with a fear of eating alone in restaurants, that inspired me to manifest an extra personality; a 100 per cent bonus in character, if you will.

At this point, from somewhere within the deep, tortured recesses of my human psyche emerged Henry, a 47 year old insurance claims adjuster. As far as alter egos go I must admit that Henry offered very little in

the way of companionship. First of all, Henry was extremely boring, and he lacked any sort of conversational skill. Secondly, he was constantly peppering me with mortality related questions.

"Do you smoke? If you do that's five to eight years off of your life! I'll have to raise your rates. Well, do ya? Huh? Do ya?"

"For God's sake, Henry, you're with me night and day. You can see for yourself that I don't smoke..."

"Well, do ya drink? Huh, do ya? Drinkers die earlier than tee-totalers, ya know? Addiction, cirrhosis of the liver, Korsakoff's syndrome, drunken accidents — you have to consider all of these. I'll have to raise your rates ... well do ya drink?"

"Oh Christ, you don't even handle my insurance. You think I'd let a mental aberration handle my policy?"

He then brooded for a few blissfully silent seconds. "Well, are ya gay? Venereal disease! Aids! Stress due to societal condemnation! Why..."

"Aw, can it, Henry, you know very well I'm straight as an arrow!"

"Well see that you stay that way! I won't tolerate



any fondling from the other half of my spiritual being

...

On and on it went.

The situation was intolerable. I had discovered that the problem with being a split personality was that if you grew tired of your inseparable sidekick, you couldn't take him to a crowded cocktail party and just lose him. It was more complicated than that; Henry and I were joined in a state of Holy Insanity.

And so, around age 24 or so, out of sheer desperation, I once again plunged into the eerie corners of my very essence and pulled out a third personality, with the hope that I might end up with someone I wouldn't mind popping off to the local pub with.

This time I ended up with Mario, a 34-year-old ex-professional race car driver who was also blessed with severe paranoid schizophrenia.

Mario, unlike Henry, was fascinating to talk to when he opened up. This, however occurred incredibly infrequently, as he was generally sullen and uncommunicative; depressed by his early retirement from auto-racing. In fact, Mario had been with Henry and me for close on a year before he finally revealed to us why he had prematurely terminated his career. Mario suffered from hallucinations. He saw things that just weren't there.

As you can imagine, this affliction is incredibly dangerous for a professional Formula 1 competitor, particularly in the case of Mario, who only hallucinated while screaming around a race track in his bright yellow Ferrari. Furthermore, Mario was delusion-specific, meaning that he always "saw" the same hallucinatory figures under the same conditions.

In Mario's case, if during a race no two cars had collided for a while he would imagine the flagman was waving an imposing crimson banner. He interpreted this to mean that the spectators were growing bored

and wanted to see little, mangled bits of metal, rubber and human parts fly through the air. To Mario, the frightening red flag meant that drivers were now required to maintain a minimum speed of 185 mph; a comfortable speed on the straight ways, but ludicrously dangerous on the turns.

This was only the beginning. If the imaginary red flag failed to cause the required collision, Mario would hallucinate a second, more evil flag.

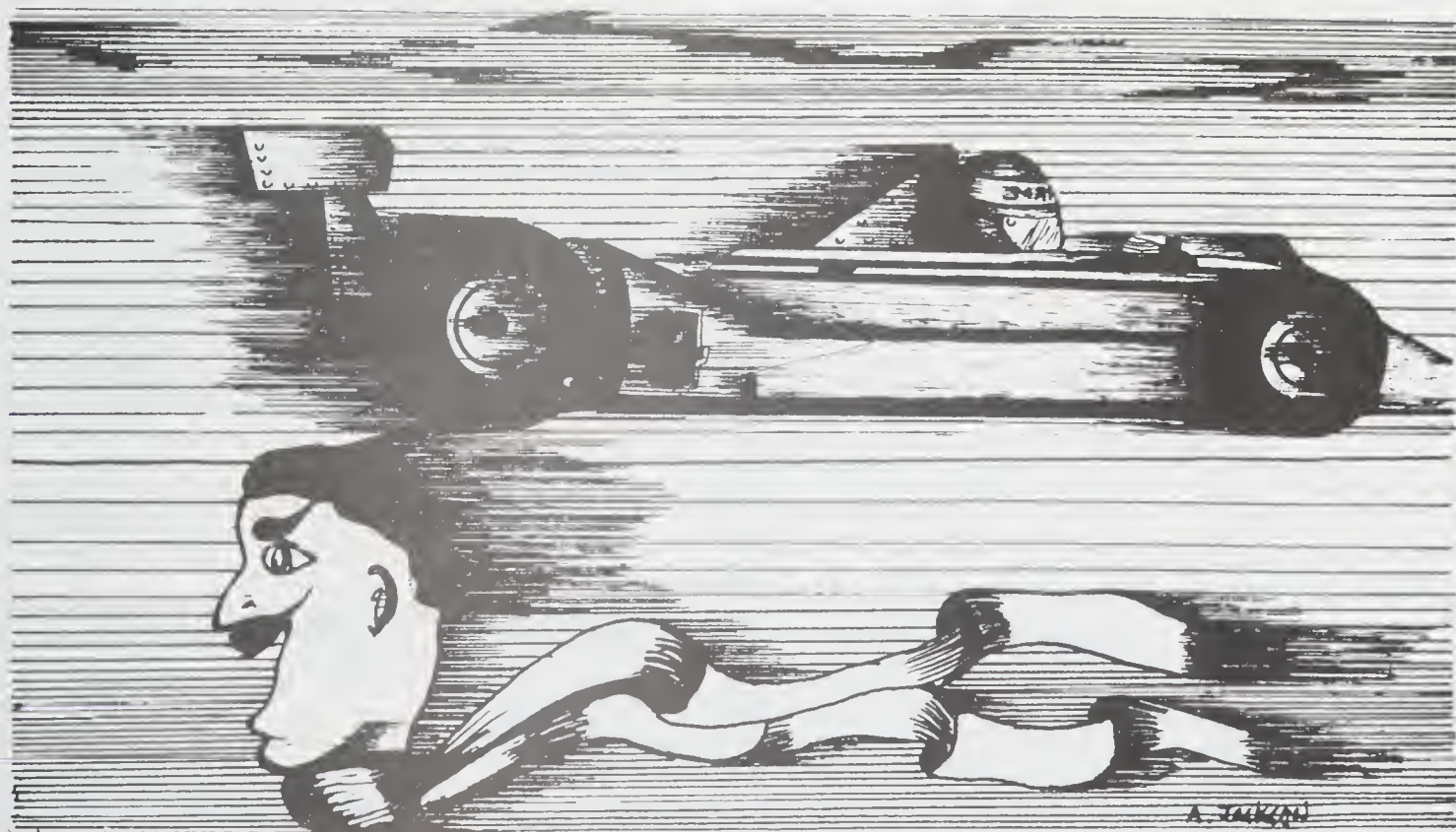
When Mario told Henry and me about this second figment, his voice lowered to a whisper, his hands trembled, and tears welled up in his dark, European eyes. He then informed us of the terror of the dread "Black Flag", the signal that the raceway would promptly be covered in motor oil.

Imagine flying around a sharp turn at 185 mph in a car revving at 12,000 rpm, built six inches from the ground, all the while firmly convinced that the track's surface was coated in 10W40. This was the nightmare that Mario faced every time he went to work; it's no wonder he decided to quit.

While Mario was indeed an interesting individual, his paranoid visions were a little unsettling, and to be truthful he became a little frightening to be around. Imagine bringing a date home, only to have an out-of-shape Italian display a 14-inch scar around his midsection, all the while chanting, "The Black Flag did this ... The Black Flag did this..." Furthermore, I could never, ever hope to share a glass of wine with a female companion, as Henry would leap around yelling, "You're dying, you're dying, and your rates are going up, up, up..."

Things were out of control.

So, by the age of 26 I decided to turn my personality disintegration into a bona fide hobby, and I went back at it. Thus I made full use of my associative disorder and developed a fourth fully segregated personality.



GRAPHIC: ANTHONY JACKSON



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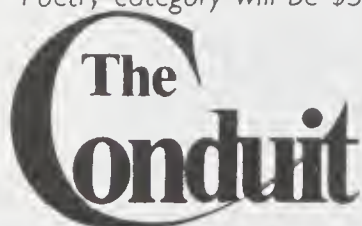
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## LITERARY CONTEST

It is the pleasure of the Literary Editor to announce that, in its continuing search for literary excellence, The Conduit will be holding a Short Story and Poetry Competition. Entries must be submitted into the Conduit office before Jan. 17, 1985. First prize in the Short Story category will be \$50. First prize in the Poetry category will be \$50. Winning submissions will be published in the February 14th issue of The Conduit.


For more information, please contact Michael Milde at 547-5575 or 546-2177.





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Jose was a 10-year-old Portuguese boy who chattered incessantly in a droning, high-pitched foreign whine. Although I never had the faintest clue as to what Jose was saying, the tone of his voice indicated that he was constantly anxious and frightened. Well, it was no wonder: the poor kid was 4,000 miles from home and his only guardian was myself, an emotionally collapsed 26-year-old, with a dissected identity.

Mario maintained his silent, depressed disposition around Jose. In fact, he made no outward recognition of Jose's arrival at all. On the other hand, Henry, with his startlingly boorish social manners, was incredibly cruel to the boy. One day he got his hands on a Portuguese/English dictionary in order to inform Jose that living under the supervision of a lunatic (i.e. myself) ensured that his chances for survival were practically non-existent.

"You ... live ... with ... uh ... crazy man ... you ... uh ... die ... uh ... soon," was the statement Henry made, complete with a twisted smile on his face. Jose began to sob, and continued to do breakdown. After all, running away from home was not an option for the little guy.

And so, I think I might have produced yet another personality had it not been for that fateful Tuesday morning. I was in the shower, trying to scrub the lint from my navel (an insect), when I broke into song. From out of nowhere, a beautiful three part backing harmony erupted, resonating majestically off the shower walls. Even Jose was adding some dramatic, soprano oles. It was even more remarkable when I considered that I had been singing the 1977 Sex Pistols' anthem *Anarchy in the U.K.*, a tune that is considerably harder to harmonize to than *Take Me Out to the Ball Game*.

I was just stunned at the musical magic that blossomed every time Henry, Mario, Jose and I sang together. Everywhere we went, our fanatical foursome belted out late '70s punk classics for all to hear. Buses, elevators, libraries, it

didn't matter; we sang loudly and proudly from deep within our abdomens, gaping our jaws and baring our tonsils (not to mention our freakish mental state) for all the world to see.

Our opportunity for world-wide infamy arose when I read in the newspaper that a local shopping mall was holding a barbershop quartet competition. I was determined that our group, "The Sybil Singers", would grab first prize: a \$50 Zeller's gift certificate.

The day of the contest arrived, and as luck would have it, we were to sing last. By the time our turn came, we were convinced that we could win easily. The other competitors had competently dished up the standard barbershop fare of *My Darlin' Clementine*, *Moon River* and *Camptown Racetrack*. Once we donned our fake moustaches, however, we sang such alternative favourites as *Peaches* (The Stranglers), *Happy House* (Siouxsie and the Banshees) and *New York City* (The Demics). We finished our thundering set with a medley from the Clash's documentary film *Rude Boy*. All the numbers were sung in traditional a capella four part harmony.

Isn't it funny how one's little embarrassing idiosyncrasies can grow into one's most remarkable attributes? The trophy we won that day still sits proudly on our mantle piece; even Mario grins a little every time he looks at it.

With the gift certificate we bought one item. It was a huge cast iron wok, and within a month of its purchase Jose was transformed into a magnificent oriental chef. Now he treats the rest of us nightly with a different oriental delicacy, and Henry grudgingly admits that the high vegetable content of Chinese cuisine reduces the risk of heart attacks.

---

*Rob Hough is a fourth year Psychology student and author of The Magic Dragon.*

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**Enter The Conduit's  
LITERARY CONTEST**  
**Details on opposite page.**



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for R.H-S

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angels flee  
rise from your self-immolation

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earth/ashes

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absorb my approach.

Beside you those Four Men  
white coated, crest the apocalypse  
breathing your silence

and the blip blip of your  
green computer graphic.

Blip \_\_\_\_\_ Blip  
Blip \_\_\_\_\_ Blip

soft ebb almost  
White room and computer  
Where are you?

Having promised to split that edge,  
I place my hand on the switch  
flick

sh...ould be quieter  
now I

pull my finger  
on the trigger  
of this pen

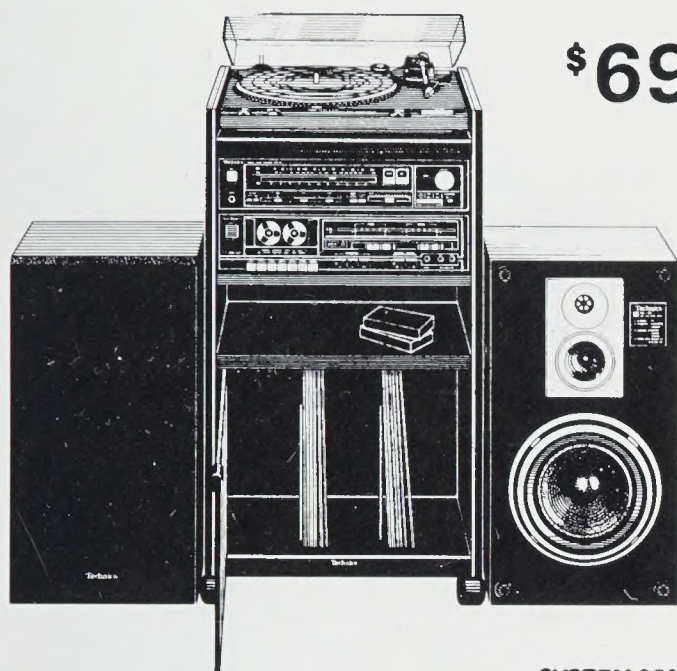
*Caroline Newton is a fourth year History student.*



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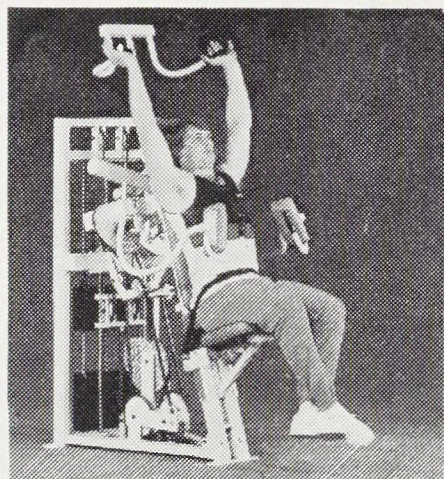
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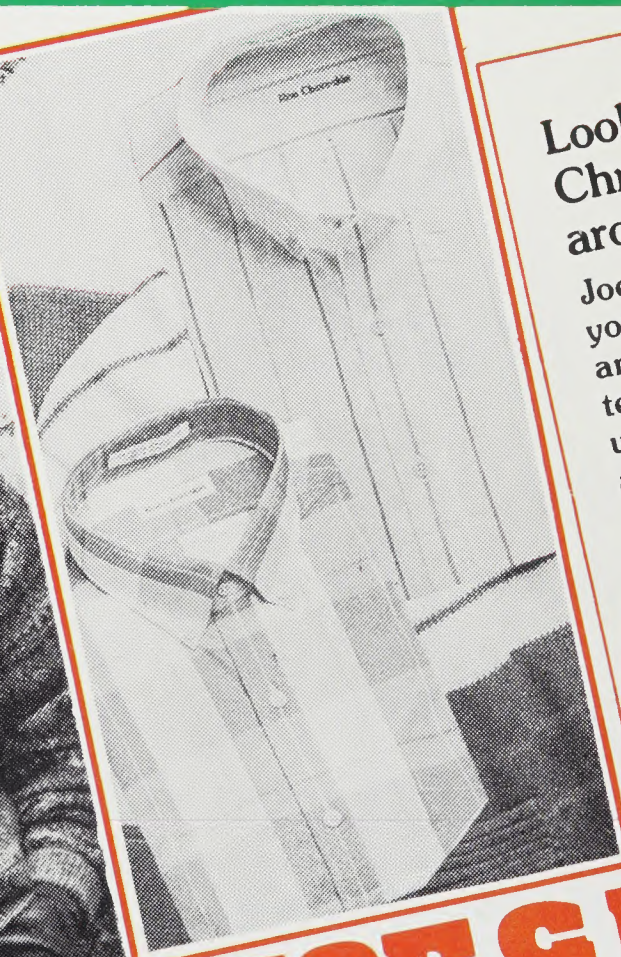
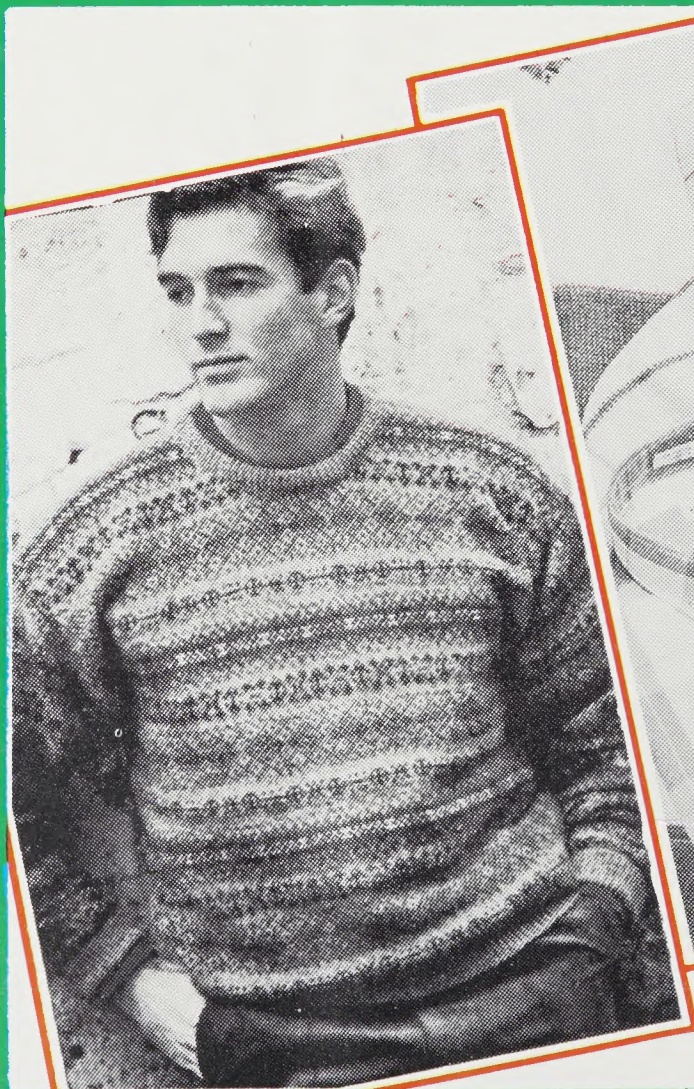
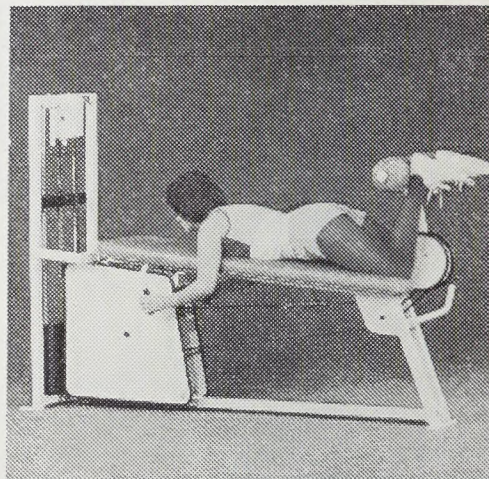
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